Atlantic Canada
Social Studies Curriculum

NOVA SCOTIA

Education
English Program Services

Social Studies 8

Implementation Draft
August 2006

CURRICULUM

Atlantic Canada Social Studies Curriculum:
Social Studies 8

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Acknowledgments

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Introduction

Background

The Atlantic Canada social studies curriculum was planned and developed by regional committees whose deliberations were guided by consideration of the learners and input from teachers. The regional committees consisted of teachers, other educators, and consultants with a diverse range of experiences and backgrounds in education. Each curriculum level was strongly influenced by current social studies research as well as developmentally appropriate pedagogy.

Aims of Social Studies

The vision for the Atlantic Canada social studies curriculum is to 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.

An effective social studies curriculum prepares students to achieve all essential graduation learnings. In particular, social studies, more than any other curriculum area, is vital in developing citizenship. Social studies embodies the main principles of democracy, such as freedom, equality, human dignity, justice, rule of law, and civic rights and responsibilities. The social studies curriculum promotes students' growth as individuals and citizens of Canada and an increasingly interdependent world. It provides opportunities for students to explore multiple approaches that may be used to analyse and interpret their own world and the world of others. Social studies presents unique and particular ways for students to view the interrelationships among Earth, its people, and its systems. The knowledge, skills, and attitudes developed through the social studies curriculum empower students to be informed, responsible citizens of Canada and the world, and to participate in the democratic process to improve society.

In particular, the social studies curriculum

- integrates the concepts, processes, and ways of thinking drawn from the diverse disciplines of history and the social sciences (including geography, economics, political science, sociology and anthropology), the humanities, literature, and the pure sciences
- provides the multidisciplinary lens through which students examine issues affecting their lives from personal, provincial, national, academic, pluralistic, and global perspectives

Purpose of Curriculum Guide

The overall purpose of this curriculum guide is to advance social studies education and social studies teaching and learning, and, at the same time, recognize and validate effective practices that already exist in many classrooms.

More specifically, this curriculum guide
- provides detailed curriculum outcomes to which educators and others can refer when making decisions concerning learning experiences, instructional techniques, and assessment strategies in the grade 9 social studies program
- informs both educators and members of the general public about the philosophy and scope of social studies education for the middle school level in the Atlantic provinces
- promotes the effective learning and teaching of social studies for students enrolled in grade 9 classrooms
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Guiding Principles

All kindergarten to grade 9 curriculum and resources should reflect the principles, rationale, philosophy, and content of the *Foundation for the Atlantic Canada Social Studies Curriculum* (1999) by
- being meaningful, significant, challenging, active, integrative, and issues based
- being consistent with current research pertaining to how children learn
- incorporating multiple perspectives
- promoting the achievement of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Key-Stage Curriculum Outcomes (KSCOs)
- reflecting a balance of local, national, and global content
- promoting achievement of the processes of communication, inquiry, and participation
- promoting literacy through the social studies
- developing knowledge, skills, and attitudes for lifelong learning
- promoting the development of informed and active citizens
- contributing to the achievement of equity and supporting diversity
- supporting the realization of an effective learning environment
- promoting opportunities for cross-curricular connections
- promoting resource-based learning
- promoting the integration of technology in learning and teaching social studies
- promoting the use of diverse learning and assessment strategies

Program Design and Components

Overview

This social studies curriculum is based on *Foundation for the Atlantic Canada Social Studies Curriculum* (1999). Specific curriculum outcomes (SCOs) were developed to be congruent with key-stage curriculum outcomes (KSCOs), general curriculum outcomes (GCOs), and essential graduation learnings (EGLs). In addition, the processes, as well as the attitudes, values, and perspectives, of social studies are embedded in the SCOs.
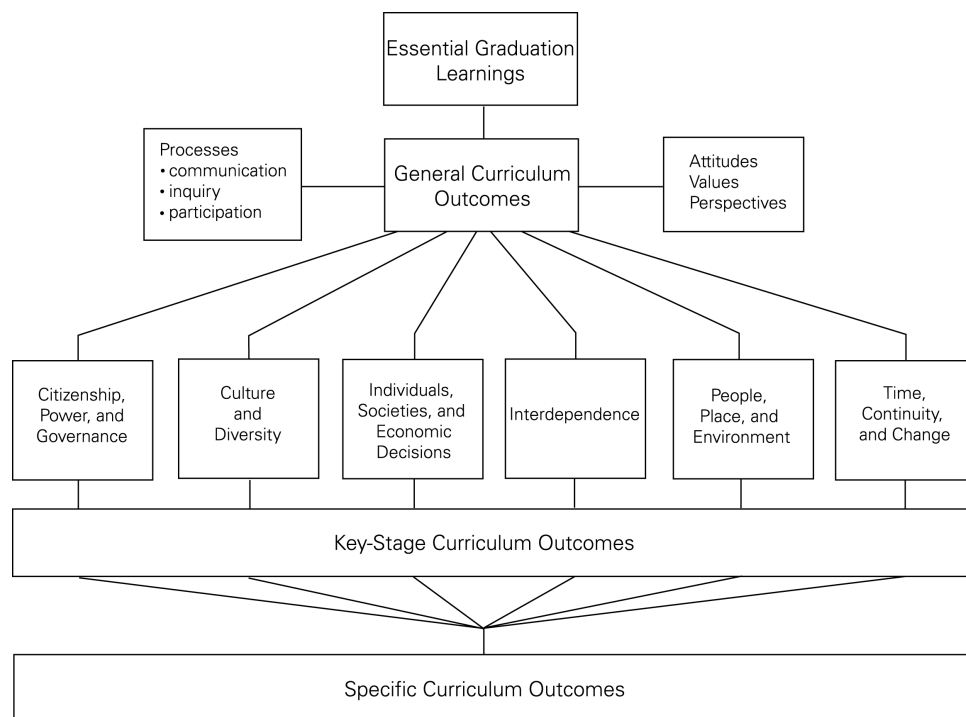
Essential Graduation Learnings

Educators from the Atlantic provinces worked together to identify abilities and areas of knowledge considered essential for students graduating from high school. These are referred to as essential graduation learnings. Some examples of key-stage outcomes in social studies which help students move towards attainment of the essential graduation learnings 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 grade 9, students will be expected to
• compare and analyse how culture is preserved, modified, and transmitted

Citizenship

Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

By the end of grade 9, students will be expected to
• explain the origins and main features of the Canadian constitutional system

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 grade 9, students will be expected to
• identify and use concepts associated with time, continuity, and change

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

By the end of grade 9, students will be expected to
• explain how economic factors affect people's incomes

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring linguistic, mathematical, and scientific concepts.

By the end of grade 9, students will be expected to
• analyse how the movement of people, goods, and ideas has shaped, and continues to shape, political, cultural, and economic activity

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 grade 9, students will be expected to
• explain how values and perspectives influence interactions among people, technology, and the environment

General Curriculum Outcomes (Conceptual Strands)

The general curriculum outcomes (GCOs) for the social studies curriculum are organized around six conceptual strands. These general curriculum outcomes statements identify what students are expected to know and be able to do upon completion of study in social studies. Specific social studies concepts are found within the conceptual strands (see Appendix A). Examples of key-stage curriculum outcomes, by the end of grade 9, are given for each general curriculum outcome.

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 grade 9, students will be expected to
- explain the origins and continuing influence of the main principles of Canadian democracy
- take age-appropriate actions to demonstrate their responsibilities as citizens

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 grade 9, students will be expected to
- explore the factors that influence one's perceptions, attitudes, values, and beliefs
- explain the concept of multiculturalism as it applies to race, ethnicity, diversity, and national identity in Canadian society

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 grade 9, students will be expected to
- explain the roles of economic institutions and examine their impact on individuals and on private and public organizations
- explain the concept of market in the local, national, and global economy

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 grade 9, students will be expected to
- explain the complexity that arises from the interdependent nature of relationships among individuals, nations, human organizations, and natural systems
- plan and evaluate age-appropriate actions to support peace and sustainability in our interdependent world

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 grade 9, students will be expected to
- analyse the influences of human and physical systems on the development of distinctive characteristics of place
- analyse how the movement of people, goods, and ideas has shaped, and continues to shape, political, cultural, and economic activity

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 grade 9, students will be expected to
- analyse and evaluate historical and contemporary developments in order to make informed, creative decisions about issues
- identify and analyse trends that may shape the future

Processes

The social studies curriculum consists of three major processes: communication, inquiry, and participation (see Appendix B for a Process-Skills Matrix). The processes are reflected in the suggestions for learning and teaching and the suggestions for assessment found in social studies curriculum guides. These processes constitute many skills—some of these skills are responsibilities shared across curriculum areas, whereas others are critical to social studies.

Communication

Communication requires that students listen, read, interpret, translate, and express ideas.

Inquiry

Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence.

Participation

Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

Attitudes, Values, and Perspectives

Listed below are major attitudes, values, and perspectives in middle school social studies that have been organized according to the six conceptual strands and the three processes of the foundation document. Some attitudes, values, and perspectives are embedded in more than one strand or process—this is consistent with the integrative nature of social studies.

By Conceptual Strand

Citizenship, Power, and Governance
- appreciate the varying perspectives on the effects of power, privilege and authority on Canadian citizens
- develop attitudes that balance rights with responsibilities
- value decision-making that results in positive change

Culture and Diversity
- recognize and respond in appropriate ways to stereotyping/discrimination
- appreciate that there are different world views
- appreciate the different approaches of cultures to meeting needs and wants

Individuals, Societies, and Economic Decisions
- appreciate the wide range of economic decisions that they make, and their effects
- recognize the varying impacts of economic decisions on individuals and groups
- recognize the role that economics plays in empowerment and disempowerment

Interdependence
- appreciate and value the struggle to attain universal human rights
- recognize the varying perspectives on the interdependence among society, the economy, and the environment
- appreciate the impact of technological change on individuals and society

People, Place, and the Environment
- appreciate the varying perspectives of regions
- value maps, globes, and other geographic representations as valuable sources of information and learning
- appreciate the relationship between attributes of place and cultural values

Time, Continuity, and Change
- value their society's heritage
- appreciate that there are varying perspectives on a historical issue
- recognize the contribution of the past to present-day society

By Process

Communication
- read critically
- respect other points of view
- use various forms of group and interpersonal communication

Inquiry
- recognize that there are various perspectives in the area of inquiry
- recognize bias in others and in themselves
- appreciate the value of critical and creative thinking

Participation
- take responsibility for individual and group work
- respond to class, school, community, or national public issues
- value the importance of taking action to support responsible citizenship

Contexts for Learning and Teaching

Adolescent Learners: Characteristics and Needs

The adolescent years mark the developmental stage that leads to maturity or adulthood. Because educators have an important role in helping young people prepare for the adult world, they need to know and understand adolescent characteristics and their application to learning.

During early adolescence, the learner experiences rapid and significant change with respect to physical, emotional, social, intellectual, and moral development. These changes are often intense and varied and, therefore, need to be acknowledged by those who direct and foster adolescents' development and learning.

While some general characteristics of adolescents have been identified, it should be recognized that these characteristics vary at each grade and age. Each adolescent is a unique individual and any attempt to classify must be regarded as extremely general. Nonetheless, the following scheme highlights for the educator some characteristics of young adolescents and outlines their implications for learning.

Physical Development

The development of young adolescents is marked by accelerated and variable growth rates. Strength, energy levels, stamina, and sexual maturity of boys and girls occur at different times and rates. Physical changes alter the way young adolescents perceive themselves, but these perceptions differ for boys and girls. The acceleration of growth and related physical changes make demands on the energies of early adolescents. In learning how to adjust to their "new bodies," they experience periods of overactivity and listlessness—a tendency that overtires them until they learn to moderate their activity.

Early adolescents need experiences and opportunities that help them understand their own physical development. School should provide opportunities for constructive social interaction, and establish a healthy, stable classroom environment. To channel their energy, young adolescents require a variety of physical activities that stress skill improvement and accommodate differences in size, weight, strength, and endurance. Because of the wide ranges in physical development between boys and girls, what is taught and how it is taught should reflect the range of needs and interests of students.

Social Development

Young adolescents are searching for greater independence as they attempt to define themselves apart from the family unit. As they become more socially interactive, many engage in risk-taking behaviours, family allegiance diminishes, and peer relationships take on increased importance. Conformity to the dress, speech, and behaviour of their peer group is quite common. They appear to fluctuate between a demand for independence and a desire for guidance and direction. At this time authority still remains primarily

with the family, but the adolescent will exercise the right to question or reject suggestions from adults.

Parental involvement in the lives of young adolescents is still crucial and should be encouraged. There is a need for many positive social interactions with peers and adults. Young adolescents benefit from opportunities to work with peers in collaborative and small-group learning activities, since a tremendous amount of their learning occurs in a social context. Yet, they require structure and clear limits as well as opportunities for setting standards for behaviour and establishing realistic goals. Activities such as role-playing and sociodramas allow them to explore ways of dealing with various situations that may arise.

Emotional Development

Young adolescents display widely different and often conflicting emotions. Their moods, temperaments, and behaviours are profound and intense. They seem to change from one moment to the next, they are often unpredictable, and their feelings tend to shift between superiority and inferiority. Appraisals of self are often overly critical and negative as they frequently make comparisons and see themselves deficient in many ways. This age group is extremely sensitive to criticism of any kind and is easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group, contribute to low self-esteem. Adolescents see their problems as unique and they often exaggerate simple occurrences.

To develop emotional confidence, adolescents need opportunities that allow them to release emotional stress and develop decision-making skills. Learning activities should be designed to enhance self-esteem, to recognize student accomplishments, and to encourage the development of positive attitudes. Young adolescents need opportunities to test their strengths and weaknesses as they explore issues that are of concern to them. Bear in mind, as well, that girls tend to process emotive information more quickly and completely than boys.

Intellectual Development

Intellectual development varies tremendously among early adolescents. While some are learning to handle more abstract and hypothetical concepts and to apply problem-solving approaches to complex issues, a great many are still in the stage of concrete operations. In particular, differences in the rate of brain development often means that girls at this age process information faster than boys. Adolescents have a present focus as opposed to a future orientation. During this stage they retain a certain egocentrism, which leads them to believe that they are unique, special, even invulnerable to harm. Adolescents may be unaware of the consequences of risk-taking behaviour. As their ability to process and relate information increases, there is a tendency to search for an understanding of rules and conventions and to question the relevance of what is taught.

Young adolescents need opportunities to develop their formal thinking skills and strategies if they are to move from concrete to abstract thinking. To develop the skills of critical analysis and decision making, young adolescents should be exposed to experiential learning

where they can apply skills to solve real-life problems, and question and analyse significant issues.

Equity and Diversity

The Atlantic Canada social studies curriculum is designed to meet the needs and interests of all students. The curriculum should provide for the inclusion of the interests, values, experiences, and language of each student and of the many groups within our local, regional, national, and global communities.

The society of Atlantic Canada, like all of Canada, reflects a diversity of race, ethnicity, gender, ability, values, lifestyles, and languages. Schools should foster the understanding of such diversity. Social studies curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our society, as well as by fostering awareness and critical analysis of individual and systemic discrimination.

In a school setting characterized by mutual trust, acceptance, and respect, student diversity is both recognized and valued. All students are entitled to be respected and valued and, in turn, are responsible for respecting and valuing all other people. They are entitled to an educational system that affirms their gender, racial, ethnic, and cultural identity, and promotes the development of a positive self-image. Educators should ensure that classroom practices and resources positively and accurately reflect diverse perspectives and reject prejudiced attitudes and discriminatory behaviours.

Principles Underlying the Social Studies Curriculum

Empowering and effective social studies *is meaningful, significant, challenging, active, integrative, and issues based.*

- *Meaningful* social studies encourages students to learn through purposeful experiences designed around stimulating ideas, social issues, and themes, and discourages the memorization of disconnected pieces of information.
- *Significant* social studies is student centred and age appropriate. Superficial coverage of topics is replaced by emphasis on the truly significant events, concepts, and principles that students need to know and be able to apply in their lives.
- *Challenging* social studies has teachers modelling high expectations for their students and themselves, promoting a thoughtful approach to inquiry, and demanding well-reasoned arguments.
- *Active* social studies encourages students to assume increasing responsibility for managing their own learning. Exploration, investigation, critical and creative thinking, problem solving, discussion and debate, decision making, and reflection are essential elements of this principle. This active process of constructing meaning encourages lifelong learning.
- *Integrative* social studies crosses disciplinary borders to explore issues and events, while using and reinforcing informational, technological, and application skills. This approach facilitates the study of the physical and cultural environment by making

appropriate, meaningful, and evident connections to the human disciplines, and to the concepts of time, space, continuity, and change.

- *Issues-based* social studies considers the ethical dimensions of issues, and addresses controversial topics. It encourages consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility and action.

The Social Studies Learning Environment

The Effective Social Studies Classroom

With the accelerating pace and scope of change, today's students cannot prepare for life by merely learning isolated facts. Problem-solving, critical and creative thinking, and informed decision making are essential for success in the future. The social studies learning environment can contribute significantly to the development of these critical attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate the varied learning styles, multiple intelligences, and abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The nature and scope of social studies provide unique opportunities to do this.

To meet these challenges, the social studies program reflects a wide range of elements.

Respectful of diversity

Students come to the classroom from backgrounds that represent the reality of Canada's diversity, whether it is in terms of social identity, economic context, race/ethnicity, or gender. The social studies learning environment attempts to affirm the positive aspects of this diversity, and fosters an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of the diversity of their backgrounds, students should be given equal access to educational opportunities and can be successful at them.

Inclusive and inviting

The social studies classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socio-economic status. Students do come with different attitudes, levels of knowledge, and points of view, but these differences

should not be obstacles, but rather opportunities, to rise above stereotypes and to develop positive self-images. Students should be provided collaborative learning contexts through which they can become aware of, and to transcend, their own stereotypical attitudes and behaviours.

Engaging and interactive

If classrooms are to be places where there is respect for diversity and where learning is engaging and interactive, students will be expected to participate in inquiry and problem-solving situations. Students will be provided with direct and vicarious experiences to which they can apply social studies skills, strategies, and processes for purposeful ends. Rather than assume a passive role, students bring their critical faculties to information and knowledge to shape it into meaningful patterns.

Relevant and significant

Since the intermediate learner is naturally critical of what the adult world represents, it is necessary for the social studies curriculum to be convincing and relevant. Consequently, it must provide learning situations that incorporate student interests, but also encourage students to question their knowledge, their assumptions, and their attitudes. In so doing, they will come to understand and appreciate their own heritage and culture at a deeper level. Past history and contemporary studies play a key role since they provide the building blocks of social studies, but the students' rational and critical involvement in learning about them plays an integral part in development of the person and citizen.

Resource-Based Learning

Effective social studies teaching and learning actively involves students, teachers, and teacher-librarians in the effective use of a wide range of print, non-print, and human resources. Resource-based learning fosters the development of individual students by accommodating their diverse backgrounds, various learning styles, needs, and abilities. Students who use a wide range of resources in various media have the opportunity to approach a theme, issue, or topic of study in ways which allow for differences in learning styles and abilities.

Resource-based learning supports students as they develop information literacy-accessing, accessing, interpreting, evaluating, organizing, selecting, producing, and communicating information in and through a variety of media technologies and contexts. When students engage in their own research with appropriate guidance, they are more likely to take responsibility for their learning and to retain the information they gather for themselves.

In a resource-based learning environment, students and teachers make decisions about appropriate sources of information, and tools for learning, and how to access them. A resource-based approach raises the issues of selecting and evaluating a wide variety of information

sources. The development of the critical skills needed for these tasks is essential to the social studies processes.

The range of possible resources include
- print—books, magazines, newspapers, documents, and publications
- visuals—-maps, illustrations, photographs, pictures, and study prints
- artifacts—concrete objects, educational toys, and games
- individuals and community—interviews, museums, field trips
- multimedia—films, audio and video tapes, laser and video discs, television, and radio
- information technology—computer software, databases, CD-ROMs
- communication technology—-Internet connections, bulletin boards, e-mail

Literacy through Social Studies

Literacy has always been an important component of social studies education. In recent years, however, through the promotion of research in critical theory, the meaning of literacy has broadened to encompass all media and forms of communication. In today's social studies classrooms, learners are encouraged to examine, compose, and decode spoken, written, and visual texts to aid in their understanding of content and concepts, and to better prepare them for full and effective participation in their community. Additionally, the goals of literacy include not only language development, but also critical engagement with text, visuals and auditory information. These goals have implications for the role of the social studies teacher.

The ability to read is critical for success in school. Therefore, it is vital that social studies teachers develop and use strategies that specifically promote students' abilities to read, comprehend, and compose text, no matter what form that text might take. Similarly, writing as a process should be stressed as a means that allows students to communicate effectively what they have learned and what further questions they need to ask.

Critical literacy in social studies curriculum addresses several goals. Through the implementation of various strategies, teachers will develop students' awareness of stereotyping, cultural bias, author's intent, hidden agendas, silent voices, and omissions. Students are encouraged to be aware that authors construct texts with specific purposes in mind. Further, critical literacy helps students comprehend texts at a deeper level by encouraging them to view content and ideas from a variety of perspectives and to interpret the various levels of meaning, both explicit and implicit, in a given text.

In this regard the level and focus of questioning becomes very important. The depth of student response will often be determined by the depth of questioning and inquiry. Teachers need to pose high-level, open-ended questions that allow students to use their prior knowledge and experiences, providing opportunity for a sustained engagement before, during, and after reading or viewing text.

Strategies that promote literacy through social studies include helping students comprehend the meaning of words, symbols, pictures, diagrams, and maps in a variety of ways. Students will engage in many learning opportunities designed to challenge and enhance their communication in a variety of modes, such as writing, debating, persuading, and explaining, and in a variety of media, such as the artistic and technological. In the social studies classroom, all literacy strands are significant: reading, writing, speaking, listening, viewing, and representing.

In the context of social studies, literacy also addresses the promotion of citizenship. Literacy for active citizenship involves understanding different perspectives on key democratic struggles, learning how to investigate current issues, and participating creatively and critically in community problem solving and decision making. Exercising civic rights and responsibilities is a practical expression of important social values and requires specific personal, interpersonal, and advocacy skills. Through this important focus, the social studies program will help students become more culturally sensitive and effective cross-cultural communicators in a world of increasing cultural and linguistic diversity.

Integration of Technology in Social Studies

Technology, including Information and Communication Technology (ICT), plays a major role in the learning and teaching of social studies. Computers and related technologies are valuable classroom tools in the acquisition, analysis, and presentation of information. These technologies provide further opportunity for communication and collaboration, allowing students to become more active participants in research and learning.

ICT and related technology (digital video and digital cameras, scanners, CD-ROMs, word processing software, graphics software, video-editing software, html editors, and the Internet—including the World Wide Web, databases, electronic discussions, e-mail, audio, and video conferencing) afford numerous possibilities for enhancing learning. Computers and other technologies are intended to enhance the learning of social studies. In that context, technological resources can provide a variety of opportunities.

- The Internet and CD-ROMs increase access to extensive and current information. Research skills are key to efficient use of these resources. Questions of validity, accuracy, bias, and interpretation must be applied to information available on the Internet and CD-ROMs.
- Interactions and conversations via e-mail, video and audio conferencing, student-created web sites, and online discussion groups provide connections between students and people from cultures around the world. This exposure to first-hand information will enable students to directly employ inquiry skills.
- Students present what they have learned in a wide variety of forms (e.g., graphs, maps, text, graphic organizers, web sites, multimedia presentations) that fit their learning styles. These presentations can be shared with others, both in their classroom and beyond.

- Students are actively involved in their learning through controlling information gathering, processing, and presentation. For example, Geographic Information Systems (GIS) software enables students to collect data on a community, plot the data using Global Positioning Systems (GPS), and analyse and present their findings by creating maps that demonstrate their learning.

Instructional Approaches and Strategies

The grade 8 social studies program builds an active learning approach for students, supporting lifelong learning skills such as problem solving, critical thinking, creative thinking, information analysis, and informed decision making. This program introduces methods and skills of social studies research and provides a context in which students can analyse and evaluate historical evidence and make their own interpretations.

It is recognized that the most effective instructional approach is one that is eclectic in nature. The classroom teacher employs those instructional strategies deemed most appropriate given the needs of the learner, the learning outcomes, and the resources available. One cannot be prescriptive in favour of any single teaching method in grade 8 social studies since (1) students differ in interests, ability, and learning styles, and (2) components of the course differ in terms of intent, level of conceptual difficulty, and the relative emphases on knowledge, skills, and values. Therefore, the discerning teacher will use a variety of methods in response to a variety of instructional situations.

Social studies teaching, particularly the teaching of concepts related to history and geography, has long emphasized a strong transmission approach. Content was heavily factual and descriptive, and instruction relied upon (1) direct instructional methods such as lecture, use of didactic questions, and drill, and (2) independent study methods such as homework and response to recall-level questions. Curriculum developers see the need for transactional and transformational orientations in instruction. These approaches deliberately engage the learner through use of (1) experiential methods such as historical drama, role-play, and visits to historical sites, museums and archives; (2) indirect instructional strategies such as problem solving, document analysis, and concept formation; and (3) interactive strategies such as debates, brainstorming, discussion, and interviewing.

The rationale for a balance of transmissional, transactional, and transformational approaches rests on the following assumptions:

- Knowledge deemed to be of most worth rests less on the memorization of facts and more on the process of knowing.
- The process of knowing relies largely upon accessing and organizing information, detecting patterns in it, and arriving at generalizations suggested by the patterns.
- Transformational and transactional approaches bring high motivational value to the classroom, since they give students a high degree of ownership in the learning process.

- Transformational and transactional approaches allow for the active participation of students as they evaluate the relevance of what they are learning, bring their perspectives and prior knowledge to the process, and are involved in decisions about what they are learning.

In spite of the merits of transactional and transformational orientations, transmission still has a place in grade 9 social studies. Direct instruction may be used to introduce or review a topic, break down a complex concept into simpler constructs, or prepare for a comprehensive assessment.

A number of strategies can be used to support the program goals and active learning approaches. Fundamentally, grade 9 social studies supports a resource-based approach. The authorized text and resources for teachers and students are intended as sources of information and organizational tools to guide study, activities, and exploration of topics. Teachers and students can integrate information drawn from local and regional sources (print, visual and audio texts), or from information technology and the Internet.

Effective social studies teaching creates an environment that supports students as active, engaged learners. Discussion, collaboration, debate, reflection, analysis, and application should be integrated into activities when appropriate. Teaching strategies can be employed in numerous ways and combinations. It is the role of the skilful teacher to reflect on the program outcomes, topics, resources, and nature of the class and individual students to select approaches best suited to the circumstance.

Assessing and Evaluating Student Learning

Introduction

Assessment is the systematic process of gathering data on student learning. Evaluation is the process of analysing patterns in the data, forming judgements about possible responses to these patterns, and making decisions about future actions.

An integral part of the planned instructional cycle is the evaluation of learning for learning. Evaluation of learning focusses on the degree to which students have achieved the intended outcomes, and the extent to which the learning environment was effective toward that end. Evaluation for learning, given what evaluation of learning reveals, focusses on the designing of future learning situations to meet the needs of the learner.

The quality of assessment and evaluation has a profound and well-established link to student performance. Regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how the results are

communicated send clear messages to students and other stakeholders about what is really valued—what is worth learning, how it should be learned, what elements of quality of performance are most important, and how well students are expected to perform.

Assessment

To determine how well students are learning, assessment strategies are to systematically gather information on the achievement of curriculum outcomes. In planning assessments, teachers should use a broad range of data sources, appropriately balanced, to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many sources of assessment data can be used to gather such information. Some examples include, but are not limited to

formal and informal observations	interviews
work samples	rubrics
anecdotal records	simulations
conferences	checklists
teacher-made and other tests	questionnaires
portfolios	oral presentations
learning journals	role plays
questioning	debates
essay writing	rating scales
performance assessments	case studies
peer and self-assessments	panel discussions
multimedia presentations	graphical representations

Evaluation

Evaluation is a continuous, comprehensive, and systematic process. It brings interpretation to, and answers questions about, the data collected during the assessment phase. How valid and reliable is the data gathered? What does the data suggest in terms of student achievement of course outcomes? Does student performance confirm instructional practice, or indicate the need to change it? Are students ready to move on to the next phase of the course, or is there need for remediation?

Teacher-developed assessments and the evaluations based on them have a variety of uses.

- 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 goals of guidance and administrative personnel

Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them. The evaluation of a student's progress may be classified as pre-instructional, formative, or summative, depending on the purpose.

Pre-instructional evaluation is conducted before the introduction of unfamiliar subject matter, or when learners are experiencing difficulty. It gives an indication of *where students are,* and is not a measure of what they are capable of doing. The purpose is to analyse the student's progress to date in order to determine the type and depth of instruction needed. This type of assessment is mostly conducted informally and continuously.

Formative evaluation is conducted throughout the process of instruction. Its primary purpose is to improve instruction and learning. It is an indication of *how things are going.* It identifies a student's strengths or weaknesses with respect to specific curriculum outcomes so that necessary adaptations can be made.

Summative evaluation occurs at the end of a designated period of learning. It is used, along with data collected during the formative stage, to determine learner achievement. This assessment is used to report the degree to which curriculum outcomes have been achieved.

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 (1993) 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 which 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.

Curriculum Overview

Primary–9 Social Studies Program

The social studies program for entry to grade 9 is designed around ten conceptual organizers as identified below.

Entry
Connections

Grade 9
Interdependence

Grade 1
Interactions

Grade 8
Canadian Identity

Grade 2
Change

Learner

Grade 7
Empowerment

Grade 3
Provincial Identity

Grade 6
World Cultures

Grade 4
Explorations
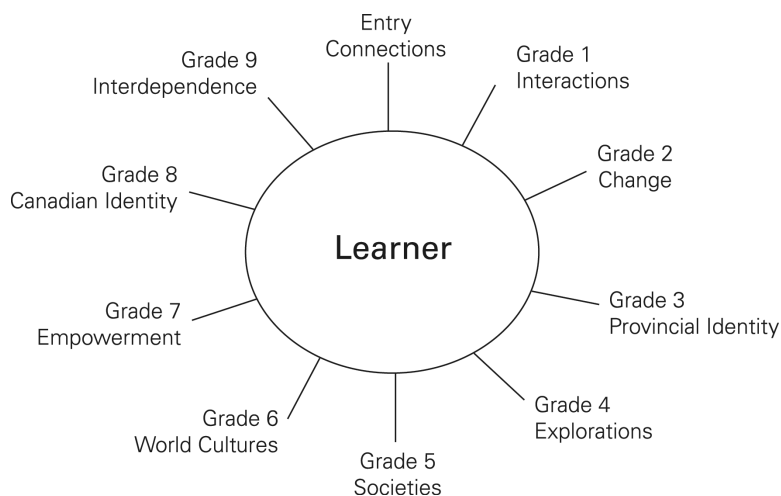
Grade 5
Societies

Grade 8: Canadian Identity

Grade 8 social studies is organized around the following units.

Geographic
Influences

An Introduction to
Canadian Identity

Decades
of Change

Canadian Identity

Reflections on
Canadian Identity

Citizenship

Challenges
and Opportunities
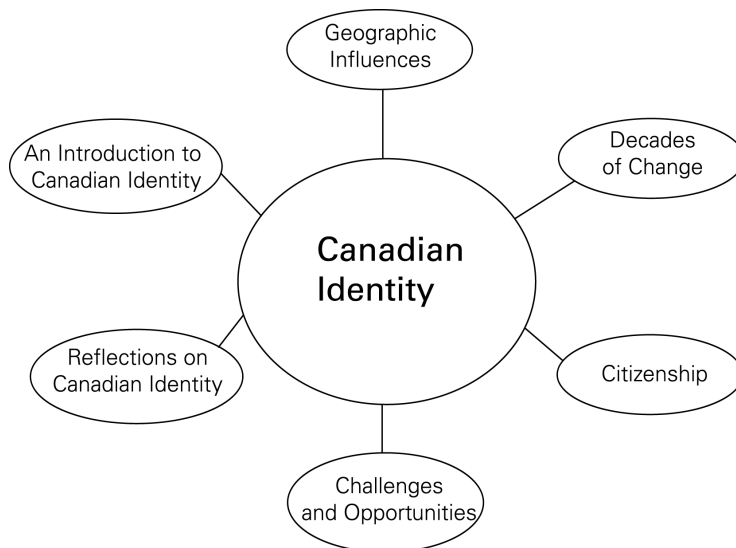
Grade 8 Specific Curriculum Outcomes (and accompanying delineations)

The conceptual framework for each unit in the grade 8 social studies program is expressed in the form of specific curriculum outcomes. Each outcome is accompanied by a set of delineations that elaborate upon and reflect its intent. The outcomes describe what students are expected to know, be able to do, and value by the end of the year.

Unit 1: An Introduction to Canadian Identity

Students will be expected to

8.1.1 **Investigate how artistic and literary expression reflects the following aspects of Canadian identity: landscape, climate, history, people-citizenship, and related challenges and opportunities**

Unit 2: Geographic Influences

Students will be expected to

8.2.1 **Demonstrate an understanding of the basic features of Canada's landscape and climate**
- identify and locate major landforms of Canada
- explain the creation and characteristics of mountains and plains
- describe and account for the variation in physical landscape across Canada
- identify and locate major climatic regions of Canada
- explain the characteristics of Canada's climatic regions and account for the variation among them

8.2.2 **Analyse the effects of selected geographic factors on Canadian identity**
- describe where Canadians live and explain why communities are established and grow in particular locations
- account for the variations in growth of settlements due to physical and human factors
- explain the effect of natural and human resources on regional prosperity
- confront the issues of regional stereotypes

8.2.3 **Demonstrate an understanding of the nature of migration and its impact on post-1920 Canada**
- explain why people migrate and provide examples of push and pull factors
- identify and explain changing source areas for immigrants to Canada since 1920
- identify and explain changing destinations within Canada for migrants and immigrants since 1920
- identify and explain the nature of emigration from Canada and its impact since 1920
- demonstrate an understanding of the debate surrounding immigration policy since 1920

8.2.4   **Analyse the effect of geographic features on the development of Canada and of a selected country with similar geographic features**
- compare the size, landforms, climate, and natural and human resources of the two countries
- compare how these features have created challenges and opportunities for the development of the two countries

Unit 3: Decades of Change

Students will be expected to

8.3.1   **Analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in Canada in the 1920s and 1930s**
- identify the factors leading to prosperity in the 1920s
- examine the impact of new technology on lifestyle in the 1920s
- analyse the causes of the Great Depression
- determine the effects of the Great Depression on economic, social, and political conditions in the 1930s

8.3.2   **Demonstrate an understanding of Canada's participation in WWII**
- identify the factors leading to WWII
- explain Canada's response to the outbreak of WWII
- demonstrate an understanding of the role of Canada's army, air force, navy, and merchant marine during WWII
- examine the extent of Canada's human and material contribution to WWII

8.3.3   **Analyse the effect of WWII on Canada and her people**
- describe the experiences and attitudes of Canadians during WWII
- examine how the war strained ethnic and cultural relations within our nation, including the Maritimes and Newfoundland
- analyse the economic, social and political changes as a result of WWII
- examine Canada's reaction and response to the moral and ethical issues raised by events such as the Holocaust and the use of the first atomic bombs

8.3.4   **Evaluate Canada's role in the world since WWII**
- explain the meaning of the term Cold War
- evaluate Canada's role in NATO and NORAD during and since the Cold War
- evaluate Canada's role as a global citizen through its involvement in the United Nations and other international organizations

8.3.5 **Analyse the impact of changing technology and socio-economic conditions on Canada's prosperity and lifestyles in the 1950s and 1960s**
- examine how changing technologies affected lifestyle
- identify attitudes and values of the 50s and 60s and examine how they affected lifestyle

8.3.6 **Compare the social and cultural trends in Canada in the 1950s, 1960s and 1970s**
- suggest reasons for the conformity of the 1950s and its rejection in the 1960s and 1970s
- describe the idealism that developed in the 1960s by examining movements such as the civil rights movement, the women's rights movement, the peace movement, and environmentalism

8.3.7 **Analyse how globalization has affected Canada and Canadians since 1980**
- define "globalization"
- examine the effects of the end of the Cold War
- examine the extent of American influence on world cultures
- identify the causes of economic globalization and its effects on Canada
- predict the impact of global environmental threats on Canada's future

Unit 4: Citizenship

Students will be expected to

8.4.1 **Take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)**
- examine the concept of citizenship
- define rights and responsibilities
- examine the criteria for becoming a Canadian citizen
- examine the United Nations Declaration of Human Rights
- demonstrate an understanding of the Canadian Charter of Rights and Freedoms
- develop a definition of responsible citizenship
- plan and carry out age-appropriate actions that demonstrate responsible citizenship

8.4.2 **Demonstrate an understanding of how citizenship has evolved over time**
- examine factors in ancient, medieval, and early modern times that influenced our modern democratic concept of citizenship
- describe how the history of Canada has shaped our concept of citizenship
- examine the role and responsibility of the citizen in supporting the rule of law
- identify current global events and the impact they may have on views of citizenship

8.4.3 Demonstrate an understanding of the structure and operation of government in Canada under a federal system
- describe the operation and responsibilities of government at the municipal, provincial, and federal levels
- demonstrate an understanding of the relationship between the provincial and federal governments and account for provincial and regional variations in this relationship
- examine the roles and responsibilities of the executive, legislative, and judicial branches of government
- examine the processes leading to the formation and dissolution of governments

Unit 5: Challenges and Opportunities

Students will be expected to

8.5.1 Identify and analyse the economic challenges and opportunities that may affect Canada's future
- analyse Canada's changing demographics and their possible effects
- examine the effects of resource depletion and sustainability in the sectors of energy, mining, forestry, farming, and fishing
- analyse and evaluate Canada's changing economic relationship with the United States

8.5.2 Analyse the political challenges and opportunities that may affect Canada's future
- examine issues related to Aboriginal autonomy and self-government
- demonstrate an understanding of the different views of Canada put forward by federalists and separatists
- identify and analyse the possible effects of regional differences in Canada's future

8.5.3 Analyse the social and cultural challenges and opportunities that may affect Canada's future
- predict challenges and opportunities that ethnic and cultural groups may face as Canada evolves
- articulate their preferred vision of Canada's future and the role they can play in achieving it

Unit 6: Reflections on Canadian Identity

Students will be expected to

8.6.1 Portray their understanding of Canadian identity

How to Use the Four-Column Curriculum Layout

The curriculum has been organized into four columns to relate learning experiences to the outcomes by
- providing a range of strategies for learning and teaching associated with a specific outcome or outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with ideas for supplementary resources

Column 1: Outcomes

Column 1 provides specific curriculum outcomes and accompanying delineations describing what students are expected to know, be able to do, and value by the end of the year. The delineations help elaborate upon the outcomes. The use of italics identifies the delineation(s) treated in the two-page spread.

Column 2: Suggestion for Learning and Teaching

Column 2 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. The suggestions for learning and teaching make extensive use of graphic organizers and, where applicable, refer to teaching/learning tools provided in the appendices.

The heart ❤ symbol is used to identify learning experiences that should be approached with sensitivity.

Column 1   *Column 2*

UNIT 2: GEOGRAPHIC INFLUENCES

Geographic Influences

Outcomes	**Suggestions for Learning and Teaching**
In grade 8, students will be expected to	The teacher may have students
8.2.1 demonstrate an understanding of the basic features of Canada's landscape and climate	• classify a series of photos and/or illustrations as examples of either physical weathering or chemical weathering. • given an air photo and/or a topographic map, identify the life cycle stage of a river and explain their decision. The following criteria may be used.

Criteria for Determining the Life Cycle Stage of a River

Stage	Evidence
Youth	Waterfalls and rapids Relatively straight channel Narrow V-shaped valley Steep gradient
Maturity	No waterfalls and rapids Meandering channel Wide valley with beginning flood plain Smooth gradient
Late Maturity	No waterfalls or rapids Extremely meandering channel Extremely wide valley with wide flood plain and ox-bow lakes Smooth gradient

Column 1 outcomes list:
- identify and locate the major landforms of Canada
- explain the creation and characteristics of mountains and plains
- describe and account for the variation of physical landscape across Canada
- identify and locate the major climatic regions of Canada
- explain the characteristics of Canada's climate regions and account for the variation among them

Column 2 additional bullets:
- use block diagrams (i.e., cross-sections) to describe the landform features resulting from continental glaciation (e.g., medial moraine, terminal moraine, esker, drumlin, and erratics) and alpine glaciation (e.g., medial moraine, terminal moraine, hanging valley, horn).
- develop a photo-essay to illustrate some of the coastal features formed by wave action (e.g., tombolo, spit, bay beach, stack, sea arch, sea cave).

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Column 3: Suggestions for Assessment

Column 3 provides suggestions for ongoing assessment that form an integral part of the learning experience. These suggestions also make extensive use of graphic organizers and, where applicable, refer to learning/teaching tools provided in appendices. The use of italics identifies the delineation(s) treated in the two-page spread.

The heart ❤ symbol is used to identify learning experiences that should be approached with sensitivity.

Column 4: Notes

Column 4 provides links to other curriculum areas, resources, and agencies.

Column 3   *Column 4*

UNIT 2: GEOGRAPHIC INFLUENCES

Geographic Influences

Suggestions for Assessment

Students may, for example

- classify weathering events as either physical or chemical.

Classifying Weathering Events	
Event	Type of Weathering
the splitting of a sidewalk by a tree root	
the peeling away of a sandstone grave marker	
the dissolving of a limestone faced building by acid rain	
the fracturing of rocks in a campfire	
the rusting of an iron construction beam	
the disintegration of a concrete sidewalk by salt during winter	

- analyse an air photo and/or topographic map of a region of Canada and identify processes of erosion and their effects. They may use the following chart to record their findings.

Wearing Down Forces in (*Identify a Region*)	
Task	Description
The features I see ...	
How erosion helped formed them ...	

Notes

Print Resources

- Weigl *Canadian Geographic Regions* series, "The Northern Region" (ISBN—1553881532)
- Weigl *Canadian Geographic Regions* series, "The St. Lawrence Lowland" (ISBN—1553881524)

Video Resources

- *Map and Globe Terms* (21328)
- *Types of Maps and Map Projections* (21329)

Software

- Mapmaker's Toolkit (51334)
- ArcView GIS (51179)

Websites

- Environment Canada, <www.ec.gc.ca>
- National Atlas of Canada, <www.atlas.gc.ca>

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Grade 8—Year Overview

The organizing concept for Social Studies 8 is "Canadian Identity." Students explore this concept within the context of post-World War I Canada. Social Studies 8 builds on the skills and concepts of previous years and continues the chronology of Social Studies 7, wherein students examined Canada's history from the early 1800s through World War I. Social Studies 8 also continues and complements studies of Canada begun in even earlier grades. It is firmly grounded in the social studies disciplines of geography, history, economics, sociology, and political science. In addition, it contains many cross-curricular opportunities, particularly in language arts, fine arts, music, and science, and contains myriad opportunities for the integration of technology.

Social Studies 8 begins with a unit designed to provide students with a basic understanding of the concept of identity. They explore this concept, particularly as it pertains to Canada and its peoples, through a rich examination of Canadian art, music, and literature. This introduction provides the basis for a deeper and personal exploration of Canadian identity(ies) in the subsequent units of the course.

This deeper exploration begins with an examination of the impact of Canada's vast and diverse geography on identity. Students next investigate how historical events, trends, and peoples have contributed to the development of Canadian identity(ies). They then proceed to analyse how notions of citizenship, as reflected in Canadian political institutions, laws, rights and responsibilities, have affected and reflected Canadian identity(ies).

The study continues as students hypothesize about how Canada's responses to various environmental, economic, social, and political challenges and opportunities may affect future Canadian identity(ies). Finally, Social Studies 8 concludes with a unit designed to provide students with an opportunity to reflect upon the complete study, and creatively express their own personal understanding of "Canadian Identity."

Unit	Identity Focus	Discipline Focus
1. An Introduction to Canadian Identity	The general concept of Canadian identity	multi-disciplinary
2. Geographic Influences	The influence of physical environment and human activity on Canadian identity	geography
3. Decades of Change	Issues and events from the 1920s to today that have shaped and continue to shape Canadian identity	history, sociology
4. Citizenship	Issues of governance and citizenship that relate to the rights and responsibilities of Canadians and the evolution of Canadian identity	political science
5. Challenges and Opportunities	Challenges and related opportunities that will continue to shape Canadian identity	history, geography, economics, political science
6. Reflections on Canadian Identity	Reflective expressions of Canadian identity	multi-disciplinary

Unit 1:
An Introduction to
Canadian Identity

Unit 1: An Introduction to Canadian Identity

Unit Overview

This opening unit is designed to introduce students to the concept of identity and to initiate the development of their understanding of Canadian identity(ies). Ideally, the subsequent units of the course will provide opportunities to deepen and personalize this initial understanding. This first unit, however, provides an important foundation to ensure that the whole course is both powerful and meaningful.

Art, music, and literature form the core of this introductory unit. Students investigate the rich artistic tradition of what is now Canada and analyse how the land, the country, and its many different peoples, have been portrayed. The examination of various forms of artistic expression is intended to reach out to the diverse interests and talents of learners. Students will collectively create a class exhibit demonstrating their understanding of Canadian identity(ies) at the outset of the course. This exhibit will not only serves as a means to demonstrate an initial understanding, but will also establish a reference point that can be periodically revisited to gauge the growth of student understanding.

Unit Outcome

In grade 8, students will be expected to

8.1.1   investigate how artistic and literary expression reflects the following aspects of Canadian identity: landscape, climate, people-citizenship, history, challenges and opportunities

Unit Processes and Skills Emphases

Communication
- read critically
- express and support a point of view
- present a summary report or argument

Inquiry
- identify sources of information relevant to the inquiry
- interpret meaning and the significance of information and arguments
- draw conclusions that are supported by the evidence

Participation
- function in a variety of groupings, using collaborative and co-operative skills and strategies

An Introduction to Canadian Identity

Outcomes

In grade 8, students will be expected to

8.1.1 research how artistic and literary expression reflects the following aspects of Canadian identity: landscape, climate, people-citizenship, history, challenges, and opportunities

Suggestions for Learning and Teaching

The teacher may have students

- use the following mind map to explore the concept of identity in the personal sense.
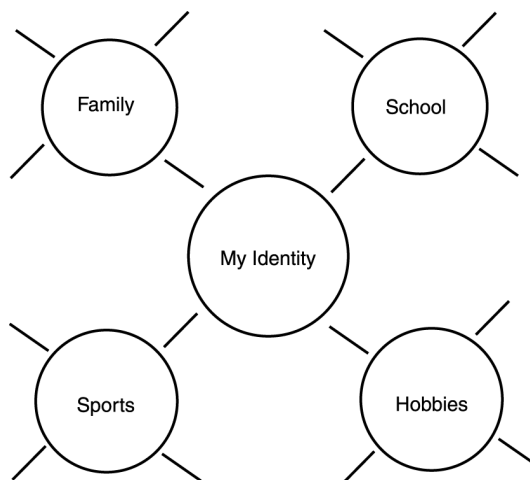
- brainstorm a list of features that *they think* would best identify their province (e.g., a fish or fishing scene, forests, a winter sport, mountains, an iceberg, a song). List the features on chart paper and ask them to classify them into categories. A given feature may fit into more than one category. The following classification chart may be used.

Features That Identify My Province	
Landscape	Climate
Flora	Fauna
Poem/Song/Prose	Art/Drama/Dance
People-Citizen	History
Challenges	Opportunities

An Introduction to Canadian Identity

Suggestions for Assessment

Students may, for example,

- collect promotional literature, from a commercial and/or government bureau, designed to attract tourists to the province. Ask them to use the following chart to analyse the images in the literature.

Analysing Images in Promotional Literature	
Images I like ...	Images I think are better ...
Why ...	Why ...

- view a television segment (e.g., a commercial, historical documentary, travelogue) about Canada. Describe an image that best reflects at least one of the following features: landscape, climate, literary work, artistic presentation, human or citizenship activity, and history.

- analyse a set of predetermined images of Canada. In a "think-pair-share" co-operative learning structure, partners agree on the selection of one image. Each partner then individually writes down what he or she thinks the image means, with supporting evidence. Partners then share ideas. Both reach a consensus and share a common interpretation of the image with the class. *(To assess student participation in collaborative learning groups, refer to Appendix I.)*

- use the following chart to analyse an image (e.g., totem pole, CN Tower, lighthouse, breaching whale) of Canada.

Analysis Sheet: Images of Canada	
(Insert Image)	
What I see ...	**My response to the image**
Symbols used	What the image says about Canada
What they represent	Feelings the image creates
What the words (if any) mean	What I like (or dislike) about the image

Notes

Print Resources

- *Canadian Identity* (23927), chapter 1.
- *Canadian Identity—Teacher's Resource*, chapter 1.
- *The Hockey Sweater* (ISBN—0887761747)
- *The Dust Bowl* (ISBN—1550747460)
- *A Museum Called Canada: 25 Rooms of Wonder* (ISBN—067931220X)
- *The Black Canadians: Their History and Contributions* (21684)
- *The Kids Book of Black Canadian History* (23434)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Influential and Intriguing Canadians" (ISBN—0921156766)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Pop Culture" (ISBN—092115688X)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Advertising: Reflections of Culture and Values" (ISBN—0921156731)

An Introduction to Canadian Identity

Outcomes

In grade 8, students will be expected to

8.1.1 research how artistic and literary expression reflects the following aspects of Canadian identity: landscape, climate, people-citizenship, history, challenges, and opportunities

Suggestions for Learning and Teaching

The teacher may have students

- choose one of the aspects of Canadian identity. Singly or in groups, prepare an exhibition of images that depict the chosen aspect. The exhibition could be mounted in a traditional format or as a multi-media, on-line gallery that includes scanned images in an electronic portfolio. The following organizer may be used to critique the image.

How to Critique a Cultural Image	
1. What it is about ... Who created the image and when? What is it about? What is the title? What objects (e.g., people, animals, buildings, vegetation, landforms) do you see?	*2. What it means ...* What do you think this image is about? What title would you give it? Do you think the organization of the objects, colours used, and the medium are good? How does this image make you feel?
3. Communicating an identity ... How are Canadians portrayed? What does this image tell others about Canadian identity? How do you know?	*4. What I think of it ...* Do you think the creator of the image is talented and why? Would you describe it as weak, good, or excellent.?

- listen to a song that is particularly symbolic of some aspect(s) of Canadian culture by such artists as Susan Aglukark, Joni Mitchell, Gordon Lightfoot, Stompin' Tom Connors, or Great Big Sea. Ask students to identify features of Canada and classify them in the following chart. *(Refer to Appendix J-3 for a Holistic Listening Rubric.)*

Features in Song That Identify My Country	
Landscape	Climate
Flora	Fauna
People-Citizen	History
Challenges	Opportunities

An Introduction to Canadian Identity

Suggestions for Assessment

Students may, for example,

- write a reflective journal entry about an image (musical, lyrical, poetic, prose, artistic) studied in this unit. Their entries could include their thoughts as they listened to, read about, and/or viewed references about Canada and Canadian life. (Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)

- write paragraphs in which they argue the importance of using a particular image when depicting Canadian identity. The following organizer may be used to structure the paragraph.

Organizing Structure for an Inquiry Paragraph
Beginning Write a thesis statement to make a claim or take a position on something.
Middle Evidence is presented to support the thesis. Evidence counter to the thesis is refuted. Examples related to the evidence are used where appropriate. Evidence and supporting examples are logically arranged to point toward a conclusion.
End The original thesis and its significance is affirmed. Or, the original thesis is revised in the light of the evidence.

Notes

Print Resources

- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Visual Arts" (ISBN—0921156871)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "The Immigrant Experience" (ISBN—0921156804)
- Oxford *Discovery Series,* "Discovering Canada" (13129)
- Oxford *Canadian Challenges Series*, "Women: Changing Canada" (22776)
- Oxford *Canadian Challenges Series*, "Aboriginal Peoples: Building for the Future" (22883)
- *Her Story: Women from Canada's Past* (22299)
- *Her Story II: Women from Canada's Past* (22300)

Video Resources

- *Us and Them: Canadian Identity and Race Relations* (23559)
- *Domino* (22879)
- *Land of the Inuit* (23529)
- *Black Mother, Black Daughter* (21611)
- *The Road Taken* (23360)
- *Historica Minutes*

Websites

- Confederation Centre Art Gallery, *Narratives of Nationhood*, <www.nationhood.ca>
- National Library of Canada, <www.nlc-bnc.ca>
- Canadian Museum of Civilization, <www.civilization.ca>
- Parks Canada, <www.pc.gc.ca>

Unit 2:
Geographic Influences

Unit 2: Geographic Influences

Unit Overview

Canada is the world's second largest country in area. It borders three oceans and extends across six time zones. Canada is not only geographically large—it is also incredibly diverse. The size and variety of Canada's geographic landscape, and the response of the diverse peoples who have inhabited it, have played a significant role in shaping Canadian identity(ies).

The physical processes which literally shaped, and continue to shape, present-day Canada are examined in this unit. (Note: Science 7 will have provided students with a solid foundation for this study.) The resulting "stage" on which Canada's history has played out is explored through an examination of the diverse physiographic regions of the country. The high mountains of British Columbia, the prairie fields of Saskatchewan, the frozen tundra of Nunavut, and the craggy shores of Newfoundland and Labrador have all contributed to shaping Canadian identity and identities.

The regional reality of geography is explored and students will have the opportunity to discuss the issues that regionalization can raise within a nation. The concept of migration, introduced in Social Studies 7, is addressed further here. Finally, to gain another perspective on the uniqueness of the response of the peoples of Canada to its physical geography, students will undertake a comparative study of Canada and another nation with geographic similarities.

Unit Outcomes

In grade 8, students will be expected to

8.2.1 demonstrate an understanding of the basic features of Canada's landscape and climate

8.2.2 analyse the effects of selected geographic factors on Canadian identity

8.2.3 demonstrate an understanding of the nature of migration and its impact on post-1920 Canada

8.2.4 analyse the effects of geographic features on the development of Canada and of a selected country with similar geographic features

Unit Processes and Skills Emphases

Communication
- read critically
- develop map skills
- present a summary report or argument

Inquiry
- frame questions or hypotheses that give clear focus to an inquiry
- gather, record, evaluate, and synthesize information
- draw conclusions that are supported by the evidence

Participation
- engage in a variety of learning experiences that include both independent study and collaboration
- function in a variety of groupings, using collaborative and co-operative skills and strategies

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.1 demonstrate an understanding of the basic features of Canada's landscape and climate

- identify and locate the major landforms of Canada
- explain the creation and characteristics of mountains and plains
- describe and account for the variation of physical landscape across Canada
- identify and locate the major climatic regions of Canada
- explain the characteristics of Canada's climate regions and account for the variation among them

Suggestions for Learning and Teaching

Teacher Note: Different sources represent the regions in different ways. For example, some geographers refer to the Northern Mountains and Lowlands while others talk of the Innuitian Mountains and the Arctic Lowlands. Teachers might explain that regions are abstractions and that geographers do not always use the same criteria, or labels, to define them in the same way.

The teacher may have students

- use a landforms map of Canada to label a block diagram (i.e., cross-section) representing Canada's major landforms from west to east along a selected line of latitude.
- draw an outline map of Canada; use appropriate colour legend to show the extent and location of the major landform regions. Find photos of a landscape for each region to paste around the boundary of the map. Draw lines to relate the photo to the appropriate region.
- examine a Geologic Time Scale illustrating the periods that most affected the formation of Canada and use this to discuss how the mountains and plains were formed over time
- label the lithosphere, mantle, and core on a diagram illustrating the earth's internal structure.
- examine a map showing the earth's major plates and their direction of movement; identify zones of compressional and zones of tensional forces.
- participate in a "jigsaw" co-operative learning structure. In each home group, each student agrees to become an "expert" on one of the types of mountain-forming processes: magma (M), folding (Fd), and faulting (Ft). After reading/researching and discussing the type of process with the same experts from other home groups, he or she shares his or her expertise with other members of the home group.

Example of jigsaw phases for a small class of 12 students

Four home groups: MFdFt   MFdFt   MFdFt   MFdFt
(topic assigned)

Five expert groups: MMMM   FdFdFdFd   FtFtFtFt
(study and discuss)

Back to home groups: MFdFt   MFdFt   MFdFt   MFdFt
(peer tutor and check)

Geographic Influences

Suggestions for Assessment

Students may, for example

- select a flight path on a map of Canada and describe the landforms over which they would fly.
- compare the Canadian Shield and the Western Cordillera according to the criteria given. *(Students may add other criteria. Other regions may be selected.)*

Comparing Landform Regions		
Canadian Shield	**Criteria**	**Interior Plains**
	location	
	age of rock	
	type of rock	
	relief	
	soil type	

- analyse an excerpt from a story, poem, or another piece of writing that describes some aspects of the Canadian landscape. Identify the landform region and cite evidence from the piece of writing to support your choice.
- use the following chart to make jot notes on the formation of mountain systems.

Formation of mountains by ...		
Magma	**Folding**	**Faulting**
illustration	illustration	illustration
example	example	example
how they were formed	how they were formed	how they were formed

Notes

Print Resources

- *Canadian Identity* (23927), chapter 2.
- *Canadian Identity— Teacher's Resource*, chapter 2.
- *Classroom Atlas of Canada and the World* (23937, 23938)
- *The Nystrom Atlas of Canada and the World*
- (17153, 17154, 17155)
- *The Nova Scotia Atlas, 5th Edition* (23810)
- Oxford *Discovery Series,* "Discovering Canada" (13129)
- Weigl *Canadian Geographic Regions* series, "The Appalachian Highland" (ISBN—1553881478)
- Weigl *Canadian Geographic Regions* series, "The Canadian Shield" (ISBN—1553881486)
- Weigl *Canadian Geographic Regions* series, "The Cordillera" (ISBN—1553881494)
- Weigl *Canadian Geographic Regions* series, "The Great Lakes" (ISBN—1553881508)
- Weigl *Canadian Geographic Regions* series, "The Interior Plains" (ISBN—1553881516)

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.1 demonstrate an understanding of the basic features of Canada's landscape and climate

- identify and locate the major landforms of Canada
- explain the creation and characteristics of mountains and plains
- describe and account for the variation of physical landscape across Canada
- identify and locate the major climatic regions of Canada
- explain the characteristics of Canada's climate regions and account for the variation among them

Suggestions for Learning and Teaching

The teacher may have students

- classify a series of photos and/or illustrations as examples of either physical weathering or chemical weathering.
- given an air photo and/or a topographic map, identify the life cycle stage of a river and explain their decision. The following criteria may be used.

Criteria for Determining the Life Cycle Stage of a River	
Stage	**Evidence**
Youth	Waterfalls and rapids Relatively straight channel Narrow V-shaped valley Steep gradient
Maturity	No waterfalls and rapids Meandering channel Wide valley with beginning flood plain Smooth gradient
Late Maturity	No waterfalls or rapids Extremely meandering channel Extremely wide valley with wide flood plain and ox-bow lakes Smooth gradient

- use block diagrams (i.e., cross-sections) to describe the landform features resulting from continental glaciation (e.g., medial moraine, terminal moraine, esker, drumlin, and erratics) and alpine glaciation (e.g., medial moraine, terminal moraine, hanging valley, horn).
- develop a photo-essay to illustrate some of the coastal features formed by wave action (e.g., tombolo, spit, bay beach, stack, sea arch, sea cave).

Geographic Influences

Suggestions for Assessment

Students may, for example

- classify weathering events as either physical or chemical.

Classifying Weathering Events	
Event	**Type of Weathering**
the splitting of a sidewalk by a tree root	
the peeling away of a sandstone grave marker	
the dissolving of a limestone faced building by acid rain	
the fracturing of rocks in a campfire	
the rusting of an iron construction beam	
the disintegration of a concrete sidewalk by salt during winter	

- analyse an air photo and/or topographic map of a region of Canada and identify processes of erosion and their effects. They may use the following chart to record their findings.

Wearing Down Forces in (*Identify a Region*)	
Task	**Description**
The features I see ...	
How erosion helped formed them ...	

Notes

Print Resources

- Weigl *Canadian Geographic Regions* series, "The Northern Region" (ISBN—1553881532)
- Weigl *Canadian Geographic Regions* series, "The St. Lawrence Lowland" (ISBN—1553881524)

Video Resources

- *Map and Globe Terms* (21328)
- *Types of Maps and Map Projections* (21329)

Software

- Mapmaker's Toolkit (51334)
- ArcView GIS (51179)

Websites

- Environment Canada, <www.ec.gc.ca>
- National Atlas of Canada, <www.atlas.gc.ca>

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.1 demonstrate an understanding of the basic features of Canada's landscape and climate

- identify and locate major landforms of Canada
- explain the creation and characteristics of mountains and plains
- describe and account for the variation of physical landscape across Canada
- identify and locate the major climatic regions of Canada
- explain the characteristics of Canada's climate regions and account for the variation among them

Suggestions for Learning and Teaching

Teacher Note: Climatic regions, like physical regions, are abstractions and geographers do not always define them in the same way. This delineation is developed in terms of three determinants of climate: distance from the equator, elevation, and distance from the ocean.

The teacher may have students

- describe weather patterns in the local area on a given day.
- describe climatic patterns for the local area.
- using a model of the planetary system, describe how the earth's revolution around the sun results in the march of the seasons.
- collect temperature data from an atlas or the Internet to find a relationship between average annual temperature and latitude.

Latitude and Temperature		
Place	**Latitude**	**Average Annual Temperature**

- collect temperature data from an atlas or from the Internet to generalize a relationship between average annual temperatures and elevation. (Ensure students select two places on about the same line of latitude; repeat for two more places on another line of latitude).

Elevation and Temperature		
Place	**Elevation**	**Average Annual Temperature**

- select two places on about the same line of latitude, one on Canada's west coast and one on the east coast. Analyse an ocean currents map.

Geographic Influences

Suggestions for Assessment | **Notes**

Students may, for example

- given a series of statements, identify those that relate to weather and those that relate to climate.

Distinguishing between Weather and Climate		
Statement	Weather (✓)	Climate (✓)
A frost last week destroyed the tomato crop.		
Every year about this time, fog makes driving hazardous.		
Summers here are usually cooled by ocean breezes.		
We will encounter winds on our trek this evening.		

- given a diagram of the earth's revolution around the sun, identify the season associated with a given position of the earth on its orbital path.
- provide evidence from the chart "Latitude and Temperature" to support the following statement:
    "As a person travels toward the north pole, temperatures will usually decrease."
- provide evidence from the chart "Elevation and Temperature" to support the following statement:
    "As a person ascends a high mountain, temperatures will decrease."

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.1 demonstrate an understanding of the basic features of Canada's landscape and climate

- identify and locate major landforms of Canada
- explain the creation and characteristics of mountains and plains
- describe and account for the variation of physical landscape across Canada
- identify and locate major climatic regions of Canada
- explain the characteristics of Canada's climate regions and account for the variation among them

Suggestions for Teaching and Learning

Teachers may have students

- collect temperature data from an atlas or from the Internet to analyse the relationship between average annual temperatures and distance from the ocean.

Distance from the Ocean and Temperature		
Place	**Distance from the Ocean**	**Average Annual Temperature**

- analyse a diagram to explain how mountain ranges may have wet conditions on the windward side and dry conditions on the leeward side.
- discuss how rain results when a cold cell and warm cell meet.
- construct a diagram and label it to illustrate how conventional rain occurs.
- collect data and construct a climagraph for each of the following climatic regions in Canada:
  - dry climate
  - warm, moist climate
  - cool, moist climate
  - polar climate (very cold and dry)
- draw an outline map of Canada. Provide students with four to six climagraphs. Ask students to paste them around the edge of the map. Ask them to draw a line from each climagraph to an area that has similar climatic conditions.

Geographic Influences

Suggestions for Assessment	Notes

Students may, for example

- interpret information on a map of ocean currents. Write a sentence to explain why two places at the same latitude may experience different annual temperatures.

- account for selected climatic conditions in Canada. (Other conditions may be examined.)

An Explanation for Selected Climatic Conditions in Canada	
Condition	**Explanation**
In the Canadian Arctic, only the upper part of the ground thaws out in summer.	
Vancouver receives more rain than Calgary.	
Winnipeg has a larger annual temperature range than Halifax.	
St. John's has more periods of fog than Edmonton.	
Prince Rupert is warmer than Rigolet in winter, although they are about the same distance from the equator.	

- use a climate map of Canada to match given conditions to specific places.

Matching a Place to Climatic Conditions	
Climatic Conditions	**Place**

Geographic Influences

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- explain the creation and characteristics of mountains and plains
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- explain the characteristics of Canada's climate regions and account for the variation among them

Suggestions for Teaching and Learning

Teachers may have students

- analyse a climate map of Canada and describe climatic conditions that exist at a given location and some of the factors that account for these conditions.
- collect data about local climatic conditions and construct a climagraph to represent the information.
- write a paragraph to assess the validity of the following statement:
  "Canada is a cold, snowy, and northerly place".

The following organizer may be used to structure the paragraph.

Organizing Structure for an Inquiry Paragraph
Beginning Write a thesis statement to make a claim or take a position on something.
Middle Evidence is presented to support the thesis. Evidence counter to the thesis is refuted. Examples related to the evidence are used where appropriate. Evidence and supporting examples are logically arranged to point toward a conclusion.
End The original thesis and its significance is affirmed. Or, the original thesis is revised in the light of the evidence.

Geographic Influences

Suggestions for Assessment

- select from a series of statements the one that best describes the climate represented by a given climagraph.
- describe the factors that most influence the climate of the local area. The following box report may be used to briefly describe the landforms, latitudinal location, distance from the ocean, and elevation. These elements are then related to give an explanation of why the local climate is the way it is. Text and/or illustrations may be used.

Landforms	Distance from the ocean
Location **Local Climate**	Elevation
Relating the Ideas	

Notes

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.2 analyse the effects of selected geographic factors on Canadian identity

- describe where Canadians live and explain why communities are established and grow at particular locations
- account for the variation in growth of settlements due to physical and human factors
- explain the effect of natural and human resources on regional prosperity
- confront the issues of regional stereotypes

Suggestions for Teaching and Learning

Teacher Note: A human response to the influence of geography is reflected in where people choose to live. Population distribution is evidenced by special patterns related to where people live in a geographical space. Population density is a measure of population concentration in a specific area and is expressed as the ratio of the number of people to a defined area (e.g., the population density of New Brunswick is 9.9 persons per square kilometre).

The teacher may have students

- examine a dot population map and write a sentence to describe the pattern shown.
- given the necessary data, calculate the population density for each province. The following chart may be used to record the information.

Population Density by Province			
Province	**Area**	**Population**	**Population Density**
The pattern that I find is ...			

- research the history of two communities in the local area. Determine how each place got its name. The following chart will assist this activity.

Researching Place Names	
Place	**It was so named because ...**

Geographic Influences

Suggestions for Assessment

Students may, for example

- analyse a population distribution map of Canada (with a longitude and latitude grid) and record the findings in the following chart.

Population Distribution in Canada	
Question/Activity	**Response**
Where is Canada most thinly populated?	
Which area is most densely populated?	
Name two other highly populated areas.	
How do these highly populated areas relate to the location of Canada's main urban centres?	
How accurate is it to say that Canada's population is mainly concentrated in islands along the Canada-U.S. border? Explain.	

- discuss the limitations of population density as a measure of the distribution of population for a country.
- find at least one place name in Canada that reflects a reason given in the chart below. (Students may add other reasons.)

Reason for the Place Name	**Examples**
physical feature	
first settler name	
historical character	
historical event	
other language	
ethnic group	
resource	
economic activity	

Notes

Print Resources

- *Canadian Identity* (23927), chapter 3.
- *Canadian Identity—Teacher's Resource*, chapter 3.
- *Classroom Atlas of Canada and the World* (23937, 23938)
- *The Nystrom Atlas of Canada and the World*
- (17153, 17154, 17155)
- Weigl *Canadian Geographic Regions* series, "The Appalachian Highland" (ISBN—1553881478)
- Weigl *Canadian Geographic Regions* series, "The Canadian Shield" (ISBN—1553881486)
- Weigl *Canadian Geographic Regions* series, "The Cordillera" (ISBN—1553881494)
- Weigl *Canadian Geographic Regions* series, "The Great Lakes" (ISBN—1553881508)
- Weigl *Canadian Geographic Regions* series, "The Interior Plains" (ISBN—1553881516)

Geographic Influences

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- account for the variation in growth of settlements due to physical and human factors
- explain the effect of natural and human resources on regional prosperity
- confront the issues of regional stereotypes

Suggestions for Teaching and Learning

The teacher may have students

- use the following spider definition organizer to explore the meaning of the term "site."
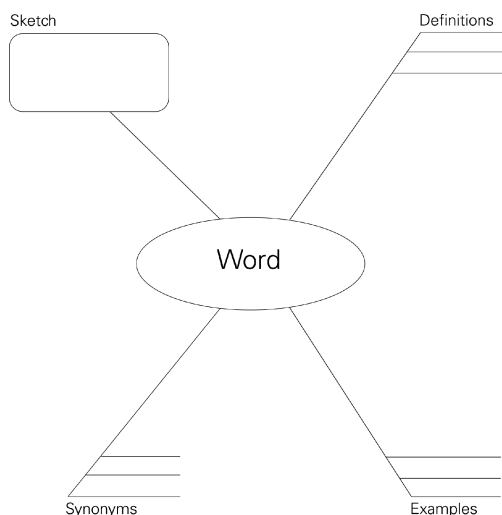
- given a series of photos, classify each by type of site.
- describe the advantages that different types of sites offered to early settlers. The following organizer may be used.

Advantages Offered by Types of Sites	
Type	**Advantages**
Acropolis site	
Confluence site	
Head-of-navigation site	
Peninsula site	
Resource site	
River-island site	
River-ford (bridge) site	
River meander site	
Sheltered harbour site	

- identify the features of site that led early peoples to settle in the local area.

Geographic Influences

Suggestions for Assessment

Students may, for example

- given a series of photos and/or a topographic map, indicate the site most suited to a particular kind of human activity. The following organizer may be used.

Settlement Site and Human Activity		
Photo	**Type of Site**	**Human Activity**
A		
B		
C		
D		

- describe the site factors that led people to settle in each of the capital cities of Atlantic Canada.

Site Conditions in Atlantic Canadian Capital Cities	
City	**Why People Settled There**
St. John's	
Halifax	
Charlottetown	
Fredericton	

- write a paragraph to describe why an aboriginal group lived where they did. The following organizer may be used to structure the paragraph. (To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric).

Organizing Structure for an Expository Paragraph
Beginning State the main idea as a topic sentence to help the reader anticipate what's coming.
Middle Evidence is presented in the form of facts. Facts are supported by a description of examples. Facts and examples are explicitly related to the topic sentence.
End The significance of the main idea, given the evidence, is explained.

Notes

Print Resources

- Weigl *Canadian Geographic Regions* series, "The Northern Region" (ISBN—1553881532)
- Weigl *Canadian Geographic Regions* series, "The St. Lawrence Lowland" (ISBN—1553881524)
- Oxford *Canadian Challenges Series*, "Aboriginal Peoples: Building for the Future" (22883)

Video Resources

- *Map and Globe Terms* (21328)
- *Types of Maps and Map Projections* (21329)

Software

- Mapmaker's Toolkit (51334)
- The Peopling of Atlantic Canada (51336, 51337)
- ArcView GIS (51179)

Websites

- Environment Canada, <www.ec.gc.ca>
- National Atlas of Canada, <www.atlas.gc.ca>
- National Library of Canada, <www.nlc-bnc.ca>

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.2 analyse the effects of selected geographic factors on Canadian identity

- describe where Canadians live and explain why communities are established and grow at particular locations
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- explain the effect of natural and human resources on regional prosperity
- confront the issues of regional stereotypes

Suggestions for Teaching and Learning

Teacher Note: "Site," then, refers to geographic features in a specific area. "Situation" refers to the factors that influence the relationship between a site and other sites.

The teacher may have students

- use the following diagram to explore the meaning of the term "situation."

Y-Diagram: Defining a Term

Definition

Synonym   Example
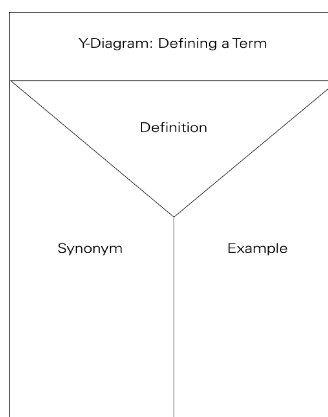
- use the concept of situation to account for the growth (or lack of growth) of a community in the local area.

- examine how the role of a local community helps explain its growth. The following organizer may be used.

Role of a Local Community and Its Growth		
Function	**Description of the Function**	**Does (*identify community*) provide this Function? (✓)**
Political centre		
Commercial centre		
Industrial centre		
Transportation centre		
Resource centre		
Service centre		
How the concept of function of a community helps to explain the growth (lack of growth) of (*identify the community*):		

Geographic Influences

Suggestions for Assessment

Students may, for example

- given a teacher-constructed map with four possible community locations on it, identify the best location for a community according to given criteria. The following organizer may be used.

Where the Community Should be Established If It Is ...		
Criteria	**Location**	**Reasons**
... to be a transportation centre		
... to be a farming village		
... to be a fish processing centre		
... to be a major trading centre		
... to grow into a large city		

- given a case study of a Canadian city, analyse its growth since it was first established. The following approach will help organize the analysis.

Analysing the Growth of (*identify the city*)
Population growth (bar graph)
Situation factors
Function(s)

Notes

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.2 analyse the effects of selected geographic factors on Canadian identity

- describe where Canadians live and explain why communities are established and grow at particular locations
- account for the variation in growth of settlements due to physical and human factors
- explain the effect of natural and human resources on regional prosperity
- confront the issues of regional stereotypes

Suggestions for Teaching and Learning

The teacher may have students

- given related population data, write a sentence to describe the change between 1800 and 2000 in the share of Canada's population living in cities.
- complete the following chart to identify the reasons why more and more of the Canada's population is moving to cities.
- research living conditions in a large city in the developing world. Use a Venn diagram to compare living conditions with those in your town or city.
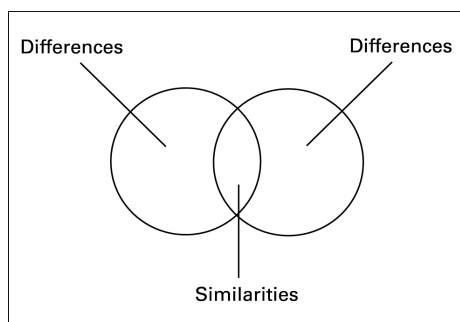
- given a case study of a large Canadian city, complete an analysis of living conditions there. Students may wish to add other conditions to the web (e.g., education, quality of jobs, environmental conditions, and personal safety).

Geographic Influences

Suggestions for Assessment

Notes
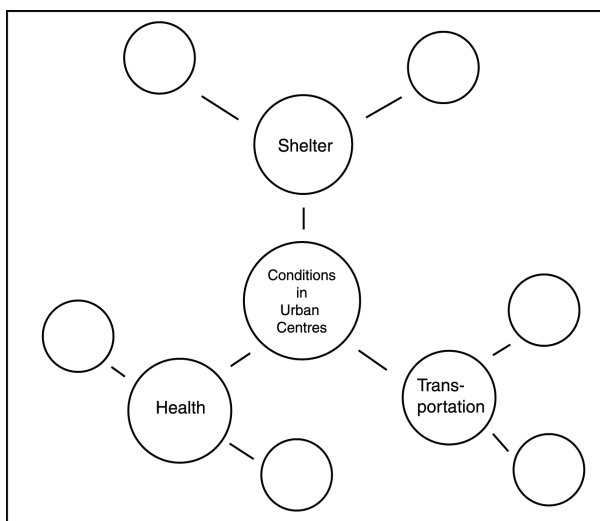
Students may, for example

- given the related population data, write a sentence comparing the percentage of Canadians living in towns and cities in the late 1800s with the percentage in the late 1900s.
- present some of the factors that led to urbanization in Canada.

Factors Leading to Urbanization in Canada
Factors
Key Question

- read a newspaper account of the decline of some towns in Canada. Complete the following organizer to determine causes and effects of this trend.
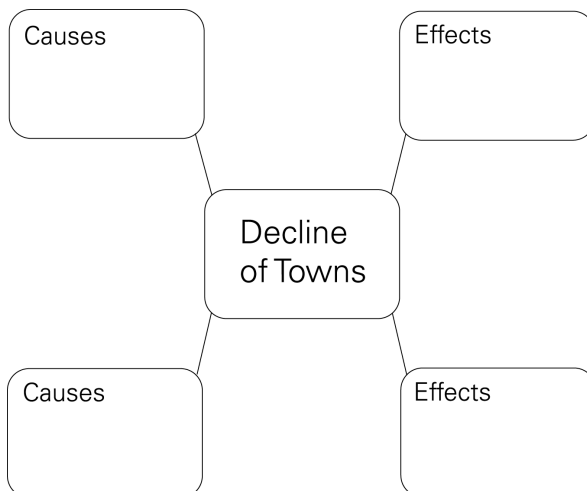
Causes

Effects

Decline of Towns

Causes

Effects

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.2 analyse the effects of selected geographic factors on Canadian identity

- describe where Canadians live and explain why communities are established and grow at particular locations
- account for the variation in growth of settlements due to physical and human factors
- *explain the effect of natural and human resources on regional prosperity*
- *confront the issues of regional stereotypes*

Suggestions for Teaching and Learning

Teacher Note: Regionalism is a key element in Canadian identity. In this two-page spread, students identify some of the attributes (economic, climatic, cultural, linguistic ...) of each region. This is only a cursory examination, but it helps students to examine the fairness of some of the stereotypes that Canadians often hold about different regions of Canada.

The teacher may have students

- use the following spider definition organizer to define the term "stereotype."

Sketch

Definitions

Word

Synonyms

Examples
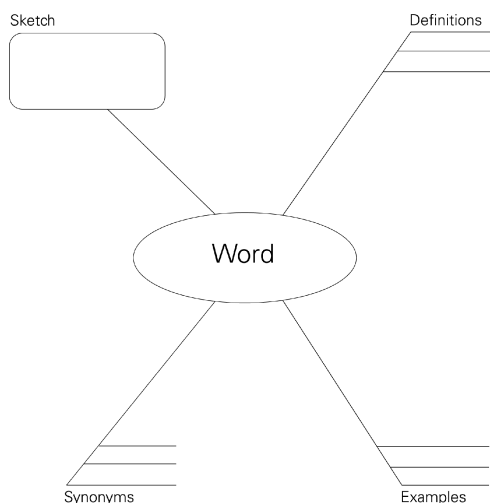
- divide into five groups. Each group should complete a brief description of a region of Canada. The information may be assembled into the following classroom chart. (Students may want to pair up and react to the responses in each other's chart.)

Canada: Regional Attributes		
Region	**Location**	**Attributes**
Atlantic Canada		
Quebec		
Ontario		
Prairies		
British Columbia		
Canadian North		

Geographic Influences

Suggestions for Assessment	Notes

Suggestions for Assessment

Students may, for example

- create an advertisement for a travel magazine to attract people to their region.
- participate in a "jigsaw" co-operative learning structure. In each home group, each student agrees to become an "expert" on common stereotypes about a specific region . The illustration below uses three regions: Atlantic Canada (Ac), Alberta (Ab), and Northern Canada (Nc). After reading/researching and discussing common stereotypes with the same experts from other home groups, he or she shares his or her knowledge with other members of the home group.

Example of jigsaw phases for a small class of 12 students

Four home groups: AcAbNc AcAbNc AcAbNc AcAbNc
(topic assigned)

Five expert groups: AcAcAcAcAc AbAbAbAb NcNcNcNc
(study and discuss)

Back to home groups: AcAbNc AcAbNc AcAbNc AcAbNc
(peer tutor and check)

- refer to the chart. "Canada: Regional Attributes" and identify the attributes that are most open to stereotyping. (For example, the climatic attribute of foggy conditions in parts of coastal Atlantic Canada may create the impression that much of the region is blanketed in fog for most of the year. In the following chart, students should write a stereotypical statement in the first column and their reaction to it in the second. ♥

Looking Closely at What We Say about Other Canadians	
I heard that ...	**You know what I think about that?**

- individually record examples of regional stereotyping that are found in the various media, including television, radio, Internet, newspapers, literature, art, and music. Ask students to present them to the class and identify common themes that permeate them.
- write a reflective journal entry about a stereotypical statement that they heard or read about a region in Canada or a group of Canadians. (Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins.)

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.3 demonstrate an understanding of the nature of migration and its impact on post-1920 Canada

• explain why people migrate and provide examples of push and pull factors
• identify and explain changing source areas for immigrants to Canada since 1920
• identify and explain changing destinations within Canada for migrants and immigrants since 1920
• identify and explain the nature of immigration and its impact on Canada since 1920
• demonstrate an understanding of the debate surrounding immigration

Suggestions for Teaching and Learning

Teacher Note: This two-page spread commences a study of migration in Canada, post-1920. Migration is another piece of evidence that people and places are connected.

The teacher may have students

• participate in a "place mat" co-operative learning activity to identify reasons why someone they know has migrated from the local area to another part of Canada. A place mat organizer is given to a team of four members; each student places his or her reaason(s) in the assigned section of the organizer. The team then checks for duplication and clarity. Through consensus, each reason that is considered important is moved to the centre of the organizer. All place mats may be posted on the wall and distilled to a classroom list.

• read a case study of a group who migrated to Canada since 1920. Identify conditions that existed in their homeland that acted as push factors. List them in the following organizer.
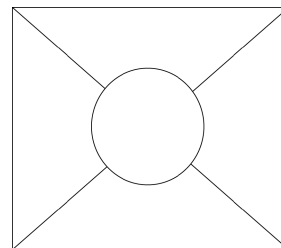
• research a group who came to Canada since 1920. (Students may select the same group they studied above, or a different one). Identify conditions in Canada that attracted them to a given region. List these pull factors on the lines in the graphic below.
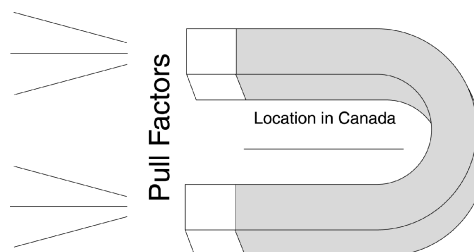
Geographic Influences

Suggestions for Assessment

Students may, for example

- write a sentence to define the term "push factor"; give an example.
- write a sentence to define the term "pull factor"; give an example.
- classify the reasons for migration identified in "Suggestions for Learning and Teaching" into two categories: conditions in a source area that force people to leave, and conditions in a destination area that attract people there. The following organizer may be used.

Why People Migrate	
Push Factors	**Pull Factors**

- list in order of importance three factors that might cause them to leave Canada. Ask them to share them within a group to see similarities and differences.
- examine an account of an immigrant group who settled in Canada since 1920. Identify the major challenges the group had to face and how they worked through them. Their findings may be entered in the following chart.

Immigrants: Their Challenges and Solutions	
Challenge	**How They Met the Challenge**

Notes

Print Resources

- *Canadian Identity* (23927), chapter 4.
- *Canadian Identity—Teacher's Resource*, chapter 4.
- *Classroom Atlas of Canada and the World* (23937, 23938)
- *The Nystrom Atlas of Canada and the World* (17153, 17154, 17155)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "The Immigrant Experience" (ISBN—0921156804)
- *Active Readers Assessment Resource: Young Adolescents: Content Passages*, "Sofia's Journey" (in schools) and *Active Reader Assessment Resource: Young Adolescents: Information Cards*, "Sofia's Journey" (23611)
- *Peoples of the Maritimes*: *Chinese* (23691)
- *Peoples of the Maritimes*: *Irish* (23692)
- *Peoples of the Maritimes*: *Dutch* (23694)
- *Peoples of the Maritimes*: *The Latin Americans* (23695)
- *Peoples of the Maritimes*: *Greeks* (23696)
- *Peoples of the Maritimes*: *Germans* (23697)
- *Peoples of the Maritimes*: *Italians* (23698)
- *Peoples of the Maritimes*: Indo-Canadians (23699)
- *Peoples of the Maritimes: Blacks* (new edition) (22331)
- *Peoples of the Maritimes*: *Scots* (22435)

Geographic Influences

Outcomes

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- explain why people migrate and provide examples of push and pull factors
- identify and explain changing source areas for immigrants to Canada since 1920
- identify and explain changing destinations within Canada for migrants and immigrants since 1920
- identify and explain the nature of immigration and its impact on Canada since 1920
- demonstrate an understanding of the debate surrounding immigration

Suggestions for Teaching and Learning

The teacher may have students

- draw a line graph to represent the numbers of immigrants who arrived in Canada since 1920, and describe the pattern shown.
- conduct research to identify the source areas for immigrants to Canada for selected census periods since 1920. Draw pie charts to represent the data and identify trends. The following chart may be used to record the information.

Source Areas of Immigrants to Canada				
Source Area	**Numbers by Period**			
	1931–36	**1951–56**	**1971–76**	**1991–96**
Europe				
Africa				
Latin America				
Asia				
Australasia				
Caribbean				

- construct a chart and record the number of immigrants to Canada by occupation for 1951, 1971, and 1991.
- construct a bar graph for the most recent census year to show the percentage of the population of each province that is made up of immigrants.
- construct a pie chart to show the ten Canadian cities that attract the highest percentage of immigrants.
- analyse a map showing patterns in interprovincial migration and list the three major destination areas for migrants in Canada.

Geographic Influences

Suggestions for Assessment

Students may, for example

- examine the patterns reflected in a line graph representing the numbers of immigrants who arrived in Canada since 1920 and relate them to key social, economic, and political factors (e.g., Great Depression, World War II, environmental disasters).
- cite evidence to support the following statements about patterns in immigration to Canada.

Immigration Patterns	
Statement	**Evidence**
Europe is no longer the major source area for immigrants to Canada.	
Areas of political unrest led to high numbers of arrivals to Canada.	
When Canada experienced economic downturns, immigration slowed.	
Canada is looking for skilled rather than unskilled workers.	
Most immigrants to Canada tend to settle in central and western Canada.	
Large urban centres, rather than rural areas, are major attractions for immigrants.	

- examine a table showing unemployment rates for each province. Write a sentence to relate the patterns shown with those reflected in a map depicting interprovincial migration.

Notes

Video Resources

- *YMCA Newcomer School Support Program: Finding My Place* (V2576)
- *Beyond Golden Mountain: The Chinese Canadian Experience* (22826)
- *Maria Dizio: Setting a pattern for Success* (23536)
- *Martha Bielish: Giving Rural Women a Voice* (23543)
- *Roshan Jamal: Faith Without Boundaries* (23538)
- *Anna Markova: Forgiveness in Exile* (23542)
- *German Canadians: They Found a Home* (V8911)
- *Historica Minutes*
- *Map and Globe Terms* (21328)
- *Types of Maps and Map Projections* (21329)

Software

- Mapmaker's Toolkit (51334)
- The Peopling of Atlantic Canada (51336, 51337)
- ArcView GIS (51179)

Websites

- National Atlas of Canada, <www.atlas.gc.ca>
- Pier 21, <www.pier21.ca>
- Citizenship and Immigration Canada, <www.cic.gc.ca>

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.3 demonstrate an understanding of the nature of migration and its impact on post-1920 Canada

- explain why people migrate and provide examples of push and pull factors
- identify and explain changing source areas for immigrants to Canada since 1920
- identify and explain changing destinations within Canada for migrants and immigrants since 1920
- identify and explain the nature of immigration and its impact on Canada since 1920
- demonstrate an understanding of the debate surrounding immigration

Suggestions for Teaching and Learning

The teacher may have students

- conduct research to identify the push and pull factors that result in the migration of some Canadians to the United States. The findings may be recorded in the following chart.

Canada	
Push Factors	_____ _____ _____ _____
Pull Factors	_____ _____ _____ _____
United States	

- use the following organizer to record responses to questions posed during the interview of a peer who is assuming the role of a Canadian who is migrating to the United States. [The types of questions are cast at three taxonomic levels: gathering information (i.e., factual); connecting information (i.e., relational); and posing opinions and evaluating situations (i.e., opinion). The questions provided are only intended to illustrate the levels of questions; the student may write a new set.]

Preparing Questions for an Interview	
Type of Question	**My Interview Notes**
Factual: When do you plan to move? What position were you offered in the United States?	
Relational: What factors were most important in making your decision to move?	
Opinion: How do you think your life will be different in the United States? Do you think others in your position should also move?	

Geographic Influences

Suggestions for Assessment

Students may, for example

- assume the role given and state what their position would be on the migration of young skilled workers to the United States.

Perspectives on Canadian Migration to the U.S.	
I am a ...	**My feelings about Canadians moving to the U.S. ...**
U.S. business owner	
a recent graduate from a Canadian university	
an unemployed Canadian worker	
an unemployed American worker	

- write letters to the editor of a local newspaper to express their views on Canadian out-migration to the United States. The following checklist may be used as a self-evaluation tool.

Checklist: Writing a Letter to the Editor		
Criteria	**Yes**	**Not Yet**
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		
Have I checked my spelling, punctuation, grammar, and capitalization?		

Notes

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.3 demonstrate an understanding of the nature of migration and its impact on post-1920 Canada

- explain why people migrate and provide examples of push and pull factors
- identify and explain changing source areas for immigrants to Canada since 1920
- identify and explain changing destinations within Canada for migrants and immigrants since 1920
- identify and explain the nature of immigration and its impact on Canada since 1920
- demonstrate an understanding of the debate surrounding immigration

Suggestions for Teaching and Learning

The teacher may have students

- analyse the requirements for entry to Canada for each of the three classes: family class, humanitarian or refugee class, or independent class. The analysis may be completed according to the following chart.

Analysis of Canada's Entry Requirements	
Statement	Evidence
Canada is looking for immigrants to fill jobs requiring high qualifications.	
Canada's immigration policy recognizes that people should be admitted for compassionate reasons.	
Canada wishes to admit immigrants who could create jobs for other Canadians.	
Canada wishes to respond to the needs of people who are in a crisis situation.	

- participate in a "think-pair-share" co-operative learning structure to examine the following statement:

  "Canada should increase the numbers of immigrants who are allowed to enter the country."

  The pair decides whether they will agree or disagree with this statement. Each partner individually jots down arguments in support of his/her position. Partners then share ideas. Both partners reach a consensus on their arguments and then share them with the class. The arguments in favour of one position may then be compared with those of other teams. (To assess student participation in collaborative learning groups, refer to Appendix I.)
- design a poster to attract immigrants to a specific part of Canada. A variety of pull factors could be used (e.g., physical features, climate, job availability, educational opportunities, standard of living conditions).

Geographic Influences

Suggestions for Assessment

Students may, for example

- create a list of some of the criteria that define a person as a refugee. (Canada has specific criteria that define a person as a refugee. Refugees are people who do not wish to return to their country of nationality or habitual residence due to risks of persecution, torture, or cruel and unusual treatment or punishment. For a detailed treatment of the concept of "refugee", refer to CIC Canada <www.cic.gc.ca/english/refugees/index.html>).
- apply Canada's Skilled Worker Class qualifications to one of their caregivers to determine if he or she would qualify for entry to Canada as a skilled worker. ♥
- evaluate Canada's immigration policy and recommend changes they think are necessary, with reasons in support of these changes.

How I Would Change Canada's Immigration Policy	
I would ...	Reasons

Notes

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.4 analyse the effects of geographic features on the development of Canada and of a selected country with similar geographic features

- compare and contrast the impact of size, landforms, climate, and natural and human resources on the development of the two countries
- compare how these factors have created challenges and opportunities for the development of the two countries

Suggestions for Learning and Teaching

Teacher Note: Canada's identity has been greatly influenced by its geography. However, students should not finish this unit with a belief in geographical determinism. To this end, students may compare Canada with another nation with similar geographical features in order to understand that geography influences but does not necessitate particular responses. Some possible choices would include Australia, Russia, Brazil, USA, China, South Africa, Nigeria, New Zealand, India, Chile, or a Scandinavian nation. The articulation of Outcome 8.2.4 is referenced to Australia.

The teacher may have students

- refer to an atlas and complete the following chart to delineate where Australia is found.

Australia: Where Is It?	
Water bodies nearby ...	
The two hemispheres in which it is located ...	
Two nearest countries ...	

- use Geographic Information Systems (GIS) software or refer to an atlas to identify key physical features (i.e., landforms and waterforms) in Australia.

Australia: Key Physical Features		
Physical Features	Description	Location

- refer to a climate map of Australia or research the Internet to identify climatic conditions in Australia.

Australia: Key Climatic Zones		
Climate Zone	Conditions	Location

Geographic Influences

Suggestions for Assessment

Students may, for example

- on an outline map of Australia, shade in the key physical features.
- classify a series of photos of different landscapes in Australia according to the physical feature depicted. The following chart may be used.

Australia: Key Physical Features	
Photo	**This photo shows a ...**
1	
2	
3	
4	
5	

- on an outline map of Australia, indicate the area where the landform or waterform depicted by each photo is located.
- on an outline map of Australia, shade in the key climatic zones.
- complete the following chart to compare location, physical features, and climate of Australia with those of Canada.

Australia and Canada: Comparison of Location, Physical Features, and Climate		
Australia	**Criteria**	**Canada**
	Location	
	Physical Features	
	Climate	

Notes

Print Resources

- *Canadian Identity* (23927), chapter 5.
- *Canadian Identity—Teacher's Resource*, chapter 5.
- *Classroom Atlas of Canada and the World* (23937, 23938)
- *The Nystrom Atlas of Canada and the World* (17153, 17154, 17155)

Video Resources

- *Map and Globe Terms* (21328)
- *Types of Maps and Map Projections* (21329)
- *Australia: Parts 1-3* (23508)
- *Australia's Twilight of the Dreamline* (V9944)

Software

- ArcView GIS (51179)

Websites

- Canadian International Development Agency (CIDA), <www.acdi-cida.gc.ca>

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.4 analyse the effects of geographic features on the development of Canada and of a selected country with similar geographic features

- compare and contrast the impact of size, landforms, climate, and natural and human resources on the development of the two countries
- compare how these factors have created challenges and opportunities for the development of the two countries

Suggestions for Learning and Teaching

The teacher may have students

- on an outline map of Australia, shade in the major ecozones.
- complete the following chart to relate climate zones and ecozones in Australia.

Australia: Climate and Ecozones		
Ecozones	Climatic Conditions	Vegetation

- engage in a "think-pair-share" co-operative learning structure to examine how a land use activity in Australia is affected by conditions in a given ecosystem. A specific question (such as "How do Australians adapt their farming activities to dry conditions?"), may be posed. (Other questions may be posed instead.) Each student independently thinks of a possible response to the question (e.g., use of irrigation systems, use of large areas for sheep or cattle grazing to prevent over-grazing). Students then form pairs and reach a consensus on a response and collect evidence to support it. The teacher then selects pairs to share a common answer with the class. (To assess student participation in collaborative learning groups, refer to Appendix I.)
- plan a travel itinerary by road and/or rail to cross Australia from the east to the west coast. They may list the things they would like to see and do at the larger cities and tourist destinations along the journey.
- refer to a population map of Australia and write a sentence to describe where the greatest population concentrations are found.

Geographic Influences

Suggestions for Assessment

Notes

Students may, for example

- read a fictional piece of literature or information-based text, and identify the ecozone(s) described.
- write a paragraph to describe an animal that is unique to Australia and show how it is adapted to the conditions of its ecozone. The following organizer may be used. (To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Organizing Structure for a Paragraph
Beginning State the main idea as a topic sentence to help the reader anticipate what's coming.
Middle Evidence is presented in the form of facts. Facts are supported by a description of examples. Facts and examples are explicitly related to the topic sentence.
End The significance of the main idea, given the evidence, is explained.

- complete the following chart to show the influence of the natural environment on travel in Australia.

Environment and Travel in Australia	
Question	**Response**
Why are vast areas of the country without roads?	
How are large distances most conveniently travelled?	
How does climate pose problems for travel in Australia?	

- complete the following chart to relate population density to ecozones.

Australia: Ecozones and Population Density	
Ecozones	**Population Density**

Geographic Influences

Outcomes

In grade 8, students will be expected to

8.2.4 analyse the effects of geographic features on the development of Canada and of a selected country with similar geographic features

- compare and contrast the impact of size, landforms, climate, and natural and human resources on the development of the two countries
- compare how these factors have created challenges and opportunities for the development of the two countries

Suggestions for Learning and Teaching

The teacher may have students

- select a place in Australia where they would like to move. Identify pull factors that would influence their decision to move there, and indicate how their lifestyle may change. The following organizer may be used.
  Teacher Note: This is an opportunity for students to write a speculative journal entry to speculate how their lifestyle may change. Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.

Moving to *(identify a place)* Australia	
Where I would like to move there because ...	**How my life may be different ...**
Push factors	My clothing
	My house
Pull factors	My choice of sports
	Activities on special days

Geographic Influences

Suggestions for Assessment

Students may, for example

- complete the following chart to compare ways in which Australians and Canadians respond to certain geographical challenges.

Australia and Canada: Responding to Geographical Challenges		
Australia	**Criteria**	**Canada**
	Transportation	
	Land Use	
	Population Distribution	

Notes

Unit 3:
Decades of Change

Unit 3: Decades of Change

Unit Overview

In comparison to many other nations, Canada is often termed a young country—one which officially came into being in 1867. The history of what is now Canada, however, goes back much further. Beginning with the First Nations and Inuit, continuing with early European colonists, and including the diverse racial and ethnic array of our contemporary country, many peoples have contributed to the story of Canada. Identity is a product of experience—of individuals, groups, and nations. The events, actions, traditions, and decisions of both our past and present inhabitants have played an important role in shaping the identities held by Canadians today.

Understanding Canada's history is essential in any exploration of Canadian identity(ies). Previous courses examining Canada's history, especially Social Studies 7, have provided students with a solid foundation up to the end of the First World War. In this unit, students will explore the effect of the post-1918 history of Canada on the development of Canada's identity(ies). The events, trends, and peoples of this era have left an indelible mark on the peoples of Canada.

This unit is organized chronologically—largely by decade. It should be noted, however, that such an organizing principle can sometimes diminish larger concepts which overlap decades. Teachers must strive to identify such themes, and the learning activities in this guide attempt to reflect this reality. It is also important to note that the events, trends, and peoples examined through these decades of change broadly represent all of Canada. It is easy to focus on the major political, economic, and military events of Canadian history; however, the social history of these decades, including the lives of Aboriginals, women, children, African Canadians, Acadians, and other historically disenfranchised peoples, consists of stories important to a full understanding of Canada's identity(ies).

Unit Outcomes

In grade 8, students will be expected to

8.3.1   analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in the 1920s and 1930s

8.3.2   demonstrate an understanding of Canada's participation in WWII

8.3.3   analyse the effect of the impact of WWII on Canada and her people

8.3.4   evaluate Canada's role in the world since WWII

8.3.5   analyse the impact of changing technology and socio-economic conditions on Canada's prosperity and lifestyles in the 1950s and 1960s

8.3.6   compare the social and cultural trends of the 50s, 60s, and 70s

8.3.7   analyse how globalization has affected Canada and Canadians since 1980

Unit Processes and Skills and Emphases

Communication
- read critically
- develop map skills
- express and support a point of view

Inquiry
- frame questions or hypotheses that give clear focus or direction
- identify sources of information relevant to the inquiry
- draw conclusions that are supported by the evidence

Participation
- engage in a variety of learning experiences that include both independent study and collaboration
- function in a variety of groupings, using collaborative and co-operative skills and strategies

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.1 analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in the 1920s and 1930s

- identify the factors leading to prosperity in the 1920s
- examine the impact of new technology on lifestyles in the 1920s
- analyse the causes of the Great Depression
- determine the effect of the Great Depression on economic, social and political conditions in the 1930s

Suggestions for Learning and Teaching

The teacher may have students

- work with a partner and identify the causes and characteristics of economic prosperity in Canada from 1924–29. The following organizer may be used to present the findings.

Economic Recovery 1924–29	
Causes	**Characteristics**

- arrive at their own decision on the issue of American investment in Canada. The following organizer may be used.

American Investment in Canada	
Pros	**Cons**
My decision on this issue:	

- compare the economy of Central Canada, British Columbia, and the Prairies with that of the Maritimes during the 1920s.

Canadian Economy during the 1920s	
Central and Western Canada	**Maritimes**

- write a song or poem or create an illustration to capture the challenges faced by one of the following groups in Canada who did not enjoy the prosperity or the good times despite the great economic boom of the 1920s: Aboriginals, African Canadians, Jewish Canadians, recent immigrants. They should include in their medium of expression examples of racism, prejudice, and discrimination faced by some Canadians during this period. (Students may need to begin with a clear understanding of the difference between prejudice and racism. They should understand that prejudice refers to a bias against a group of people or a dislike of someone's culture etc., whereas racism assumes racial inferiority/superiority.)

Decades of Change

Suggestions for Assessment

Students may, for example

- create a map of Canada that illustrates "Economic Development in Canada during the 1920s." Design symbols that represent the major industries that developed during the 1920s and then place these symbols on the appropriate regions of the map. Also, include on the map short bubble notes that explain how and why these industries developed in these specific regions.
- research *one* entertainer, sports personality, or artist of the 1920s and present your findings to the class. Use the organizer to help with the research.

Research Questions	Findings
Why did you choose this person?	
How would you describe his or her life and accomplishments?	
What impact did the person have on others?	
What will you include in a collage of pictures that depict that person's life?	

- develop and deliver an oral presentation on what they learned about the groups that didn't prosper during the 1920s. Their findings may be organized around the following themes: (a) Which groups had the worst living conditions? (b) What challenges did people have to meet and how did they deal with them? (c) What rights were limited and to whom?
- give evidence to support key statements.

Supporting Statements with Evidence	
Statement	**Evidence**
The Maritimes did not prosper during the 1920s.	
Women faced inequalities during the 1920s.	
First Nations did not benefit from the economic growth of the 1920s.	
My conclusions are ...	

Notes

Print Resources

- *Canadian Identity* (23927), chapter 6.
- *Canadian Identity—Teacher's Resource*, chapter 6.
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Pop Culture" (ISBN—092115688X)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Advertising: Reflections of Culture and Values" (ISBN—0921156731)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Labour and Social Reform" (ISBN—0921156863)
- Oxford *Canadian Challenges Series*, "Women: Changing Canada" (22776)
- Oxford *Canadian Challenges Series*, "Aboriginal Peoples: Building for the Future" (22883)

Video Resources

- *Black Tuesday* (23550)

Websites

- The Canadian Encyclopedia, <www.thecanadianencyclopedia.ca>

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.1 analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in the 1920s and 1930s

- identify the factors leading to prosperity in the 1920s
- examine the impact of new technology on lifestyles in the 1920s
- analyse the causes of the Great Depression
- determine the effect of the Great Depression on economic, social and political conditions in the 1930s

Suggestions for Learning and Teaching

The teacher may have students

- participate in a "jigsaw" co-operative learning strategy. In each home group, each student becomes an "expert" on the impact of one of five significant inventions or technological developments (e.g., radio, automobile, combine, snowmobile, telephone, air transport, motion pictures) on the lives of Canadians. In the expert groups, students read relevant information, brainstorm (using mind maps), and record the impact the new technology would have had on Canadian families. When the mind maps have been completed, students rejoin their home group and explain the nature of the invention they discussed and the impact it had on daily life. (To assess student participation in collaborative learning groups, refer to Appendix I.)

Example of jigsaw phases for a small class of 15 students
Three home groups: $T_1T_2T_3T_4T_5$ $T_1T_2T_3T_4T_5$ $T_1T_2T_3T_4T_5$ (each topic T assigned)
Five expert groups $T_1T_1T_1$ $T_2T_2T_2$ $T_3T_3T_3$ $T_4T_4T_4$ $T_5T_5T_5$ (study and discuss)
Back to home groups $T_1T_2T_3T_4T_5$ $T_1T_2T_3T_4T_5$ $T_1T_2T_3T_4T_5$ (peer tutor and check)

All students then complete the chart below.

Technological Innovations of the 1920s and 1930s	
Innovation	**Impact on society**

- use the jigsaw co-operative learning strategy to research the importance of political issues of the 1920s (e.g., the Chanak Affair, the Balfour Declaration, the King-Byng Affair) to Canadian independence. Each student may then complete the following chart.

Canada's Growing Autonomy	
Issue	**Description and King's Response**

Decades of Change

Suggestions for Assessment	**Notes**

Students may, for example

- describe how the new appliances of the 1920s saved time or made life easier. Then, name products that have become popular over the last 20 years and describe how they save time or make life easier. The chart below may help organize this information.

Product	Ways it saves time	Ways it makes life easier

- write a journal entry reflecting on the effects of the new technologies and inventions on the lives of individual Canadians. Entries should represent a cross section of Canadian society and could be shared and discussed in groups. Alternatively, students could role-play or present skits representative of different lifestyles. (Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)
- share findings about new technologies by creating a "period" catalogue, designing posters, or developing a mini-museum.
- write a brief paragraph analysing the impact that new technologies had on Canadians and how this differed, depending on income and where one lived. (To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric.)

Organizing Structure for an Inquiry Paragraph
Beginning Write a thesis statement to make a claim or take a position on something.
Middle Evidence is presented to support the thesis. Evidence counter to the thesis is refuted. Examples related to the evidence are used where appropriate. Evidence and supporting examples are logically arranged to point toward a conclusion.
End The original thesis and its significance is affirmed. Or, the original thesis is revised in the light of the evidence.

- design advertisements for a product, service, or recreational activity that became available or popular during the 1920s. The advertisement should focus on the benefits for the consumer and how the item would change the nature of everyday life.
- make a time line showing events in Canada's growing autonomy from Britain between 1922 and 1931.

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.1 analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in the 1920s and 1930s

- identify the factors leading to prosperity in the 1920s
- examine the impact of new technology on lifestyles in the 1920s
- analyse the causes of the Great Depression
- determine the effect of the Great Depression on economic, social and political conditions in the 1930s

Suggestions for Learning and Teaching

Teachers may have students

- invite to class a person knowledgeable about the business cycle, the stock market, and investment practices (e.g., an economics teacher or a business person). Students may ask them questions about events that led to the stock market crash and subsequent depression. The following organizer may be used to develop questions.

Preparing Questions for an Interview	
Types of questions	**Examples I would use**
Factual: Who ... ? What ... ? When ... ? Where ... ?	
Relational: Why ... ? How ... ? How different ... ? How alike ... ?	
Opinion: Do you think that ... ? What should have happened ... ?	

- work with a partner to complete a chart listing the main causes and economic characteristics for each of three main stages of the business cycle during the 1920s: economic recession, economic recovery, and economic depression. (Sample answers are provided for illustrative purposes only.)

The Business Cycle during the 1920s		
Recession, 1919–23	**Recovery, 1924–28**	**Depression, 1929–39**
Causes: • Effects of the Great War	Causes: • American loans to European countries helped them once again buy Canadian exports	Causes: • Inflated value of stocks
Characteristics: • High unemployment	Characteristics: • Low unemployment	Characteristics: • High unemployment

- compare the economic conditions of the 1920s with those of today. The business section of newspapers may be used to help determine the current conditions of the economy.

Economic Conditions of the 1920s and Today	
Then	**Now**

Decades of Change

Suggestions for Assessment

Students may, for example

- create an advertisement that could have been used in a 1920s newspaper encouraging people to "Buy now, pay later."
- develop a mind map illustrating the causes of the Great Depression and then use the information to complete a chart in which they rank the causes in order of importance and justify their ranking. As a class, discuss the results and arrive at a consensus as to the main causes of the Great Depression.

The Great Depression		
Cause	**Rank**	**Justification**
Overproduction and over expansion		
Dependence on few primary products		
Dependence on the United States		
High tariffs that led to a decline in international trade		
Too much credit buying and too much credit buying on stocks		

- work in groups of four to create the front page of a newspaper published on October 29, 1929. Each group should decide on a name for the paper and then brainstorm a number of headlines for the main story. Group members may be assigned specific roles (e.g., editor— oversees the process and writes a short editorial on the events; staff writer—writes a short lead article to accompany the headline decided on earlier by the group; cartoonist—draws a cartoon capturing the effects of the stock market crash on investors; art director—decides on the design and layout of the page). The final page should be displayed in the classroom.

Notes

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.1 analyse the impact of changing technology and socio-economic conditions on differing prosperities and lifestyles in the 1920s and 1930s

- identify the factors leading to prosperity in the 1920s
- examine the impact of new technology on lifestyles in the 1920s
- analyse the causes of the Great Depression
- determine the effect of the Great Depression on economic, social and political conditions in the 1930s

Suggestions for Learning and Teaching

The teacher may have students

- develop a chart to outline the effects of the stock market crash on corporations, banks, unemployment, individual savings, and stores.
- assume the role of a person living in different parts of Canada during the 1930s. Roles might include an immigrant living in Vancouver, prairie farmer, middle-class business person in Toronto, widow living in the city with several children, single unemployed man in rural Quebec, fisher from the Maritimes, First Nations person in Nova Scotia. Then, research and briefly describe some of the social, economic, and cultural circumstances of their lives at different times during the decade.

Living in Canada During the 1930s	
I am a ...	**What my life is like ...**

- use the following organizer to analyse a photo depicting life during the 1930s.

Analysis Sheet: Analysing a Photo	
Photo	**What I see ...**
(Identify the Photo)	Describe the setting and time. Identify the people and objects. How are they arranged? What's happening in the photo? Was there a purpose for taking the picture? Explain. What would be a good caption for the photo?
From this photo, I have learned that ...	

- complete the following chart to record perspectives on the best way to deal with the economic problems of the country, and show how successful each party was. Parties include Conservative Party, CCF, Social Credit, and Union Nationale.

Perspectives on Dealing with the Depression		
I am a member of ...	**The solution is ...**	**Success?**

Decades of Change

Suggestions for Assessment	Notes

Suggestions for Assessment

Students may, for example

- use the following organizer to guide their analysis of the historic value of letters, diary entries, or songs written about the hard times of the Depression.

Analysis Sheet: Historical Letter/Diary Entry	
Questions	Notes
What is the origin of the document?	
For what audience was the document written?	
Why might it have been written?	
What does the information in the document tell you about your topic?	
What other information do you wish the document had included?	

- represent citizens from different constituencies across Canada and write a letter to their local MP describing conditions and requesting specific support and help. The requests should reflect their ideas for solving the problems of the 1930s. (Go to the web site for the 17th Parliament for a list of MPs.)
- prepare a short (200 words) fictional story based on historical evidence. Their story is to focus on a particular region of Canada, (e.g., Newfoundland, the Maritimes, or Quebec), and is to capture life in that region during the Depression and show how people responded to the economic crisis. Stories should be exchanged with a partner to be peer and self-assessed and revised as necessary. (To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric.)
- create a "Canada Through the Decades" exhibition. Each student contributes one item from the 1920s or 1930s that they feel represents an aspect of Canadian identity. Display items might include photos, posters, advertisements, clothing, magazine covers, artifacts (real or recreated), models, art work, music (tapes), or videos. These could focus on, for example, Canada's success at the 1928 Olympics, the "Golden Age of Sports for Women" in Canada, an early Hockey Night in Canada broadcast, Mary Pickford's movie stardom, fashions of the era, or Carr or Group of Seven paintings.

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.2 demonstrate an understanding of Canada's participation in WWII

- identify the factors leading to WWII
- explain Canada's response to the outbreak of WWII
- demonstrate an understanding of the role of Canada's army, air force, navy, and merchant marine during WWII
- examine the extent of Canada's human and material contribution to WWII

Suggestions for Learning and Teaching

The teacher may have students

- participate in pairs and use the following spider definition organizer to define terms such as "dictator" and "appeasement."

Sketch

Definitions

Word

Synonyms

Examples
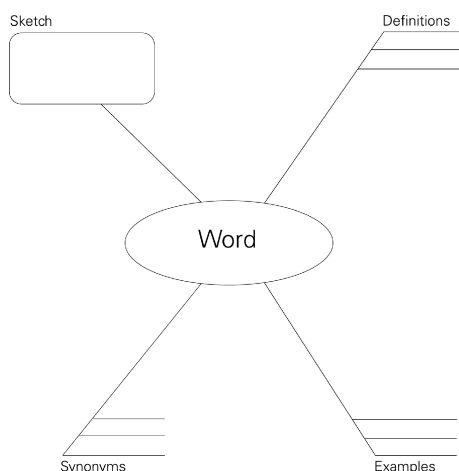
- identify from their text and other sources the underlying causes of the Second World War and then complete the following organizer to briefly explain each cause. They should write a main cause and list details to provide an explanation.

Causes of World War II

Key Question

Detail

Detail

Detail

- use a map of Europe to trace and label Hitler's acts of aggression—steps to war from 1933–39. In your opinion, at what point should Hitler have been stopped? Why?

Decades of Change

Suggestions for Assessment

Students may, for example

- research the Internet and other text sources for the underlying causes of the Second World War. Choose one of these causes and write a "what if" paragraph explaining how the cause might have been dealt with to avoid war. Then, rank or prioritize the main causes of the war and justify the choices made.

Underlying Causes of the Second World War	
Causes	**What if ...**
The Treaty of Versailles	
Economic Problems and Inflation	
Depression and Unemployment	
Political Instability	

- write a paragraph to explain whether or not the Allies of World War I were too hard on Germany in the terms of the Versailles Treaty in 1919. (Refer to page 83 of this guide for the chart, "Organizing Structure for an Inquiry Paragraph." To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric.)
- work with a partner to construct a flow chart to illustrate the sequence of events that led to WWII. Use the sequence to prepare notes from which they design a storyboard for a visual presentation on the path to World War II.

Sequence Chart
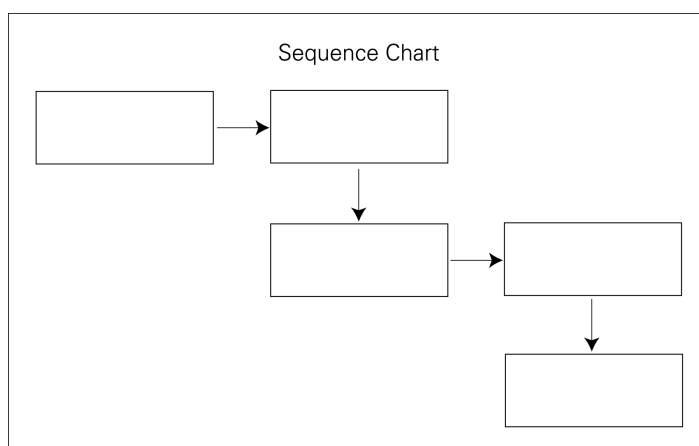
Notes

Print Resources

- *Canadian Identity* (23927), chapter 7.
- *Canadian Identity—Teacher's Resource*, chapter 7.
- *Canadian War Posters: World War II* (ISBN—0921156677)
- *World War II* (ISBN—0756607434)
- *Canada's D-Day Heroes on Juno Beach* (ISBN—0439967287)
- *Active Reader Assessment Resource: Young Adolescents: Content Passages*, "Canadian Women in World War II" (in schools) and *Active Reader Assessment Resource: Young Adolescents: Information Cards*, "Canadian Women in World War II" (23611)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "War and Peacekeeping" (ISBN—092115674X)
- Oxford *Canadian Challenges Series*, "Women: Changing Canada" (22776)
- Weigl *Canadian History* series, "Canada at War" (23965)

Decades of Change

Outcomes

*In grade 8, students will be expected to*

8.3.2 demonstrate an understanding of Canada's participation in WWII

- identify the factors leading to WWII
- explain Canada's response to the outbreak of WWII
- demonstrate an understanding of the role of Canada's army, air force, navy and merchant marine during WWII
- examine the extent of Canada's human and material contribution to WWII

Suggestions for Learning and Teaching

The teacher may have students

- work in pairs and reflect on the term "appeasement." Then, complete a chart to compare the attitudes of Neville Chamberlain, Mackenzie King, and Winston Churchill on appeasement and Hitler in the 1930s. Draw conclusions about which politician was more realistic, and why. Ask students if they had lived in Canada during the 1930s and had read about Hitler and the Nazis, what position they would have taken on appeasement? Why?

Attitude on Appeasement	
Leader	Attitude
Chamberlain	
King	
Churchill	
(Identify the politician) was most realistic because ...	If I had lived during the 1930s, I would have felt that ...

- compare Canada's entry into WW I with its entry into World War II (Sample answers are provided for illustrative purposes only.)

Canada's Entry into War	
World War I	World War II
• Automatically at war when Britain declared war • Widespread celebration	• Canada decided whether to go to war • No celebration

- work in groups to write a script for the morning news that might be broadcast on Monday, September 11, 1939—the day Canada declared war on Germany. Then, role-play the news broadcast for the class and record it on a CD. The broadcast should include quotations from some of the following people on their reactions to Canada's declaration of war: (a) a pacifist, (b) a French-Canadian nationalist, (c) a member of Canada's armed forces, (d) a Jewish Canadian, (e) a parent who lost a son in World War I, (f) a German Canadian, and 9(g) a Polish or Czechoslovakian Canadian. (A group could be assigned the task of listening to the "broadcast" and critiquing it.)

Decades of Change

Suggestions for Assessment

Students may, for example

- classify selected statements about the beginning of World War II as either fact or opinion, and explain their decision.

Beginning of WWII: Fact or Opinion			
Statement	F	O	Explanation
Hitler caused World War II.			
Inflation and unemployment were serious problems in Germany.			
Fascism had no appeal to Canadians.			
Mackenzie King should not have agreed to the appeasement of Germany.			
In 1939, Canada was not ready to enter a war with Germany.			

- write letters to the editor of a newspaper to express their views (for or against) "Canada's declaration of war." Compare letters classmates'.

Checklist: Writing a Letter to the Editor		
Criteria	Yes	Not Yet
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		
Have I checked my spelling, punctuation, grammar, and capitalization?		

Notes

Video Resources

- *The Battle of the Atlantic* (V1553)
- *Convoy Video* (V1996)
- *The Last Corvette* (V9996)
- *The Western Front* (V0922)
- *The Eastern Front* (V0921)
- *Fallen Hero: The Tommy Prince Story* (V2434)
- *A Fragile Peace* (23051)
- *Frontline: The Liberation of the Netherlands* (23104)
- *Never Again Music Video* (23008)

Websites

- Veterans Affairs Canada,
- <www.vac-acc.gc.ca>
- The Memory Project, <www.thememoryproject.com>
- The Canadian Encyclopedia, <www.thecanadianencyclopedia.ca>

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.2 demonstrate an understanding of Canada's participation in WWII

- identify the factors leading to WWII
- explain Canada's response to the outbreak of WWII
- demonstrate an understanding of the role of Canada's army, air force, navy, and merchant marine during WWII
- examine the extent of Canada's human and material contribution to WWII

Suggestions for Learning and Teaching

The teacher may have students

- prepare an illustrated time line of the major events that Canadians took part in from September 1939 to August 1945. The illustrations should include drawings (or photocopies of photographs from magazines) of important people, places, and events. Each time line should be compared with a partner's to ensure that it is complete. Events would include defence of Hong Kong, Dieppe Raid, Italian Campaign, Operation Overlord: D-Day, Liberation of the Netherlands, The Battle of the Atlantic, and the War in the Air. Partners then choose the one battle that they think was Canada's biggest contribution to the war effort, and prepare an argument supporting that choice.
- use the following organizer to examine key battles and the extent of Canada's contribution. Draw conclusions about Canada's military involvement in and contribution to WWII.

Canada's Contribution to World War II		
Event	**Description**	**Involvement**
Hong Kong		
Dieppe Raid		
Italian Campaign		
D-Day		
Liberation of Netherlands		
Battle of the Atlantic		
War in the Air		

- work individually or in groups to research and share findings on the role and contribution of minorities (e.g., Aboriginals and women) to Canada's military effort.

Decades of Change

Suggestions for Assessment

Students may, for example

- assume the role of a war correspondent and use the following checklist to write a news article about a selected battle (e.g., Dieppe Raid, Italian Campaign, Operation Overlord: D-Day, Liberation of the Netherlands, The Battle of the Atlantic, the War in the Air.)

Checklist: Writing a News Article		
Criteria	**Yes**	**Not Yet**
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure who I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		
Have I checked my spelling, punctuation, grammar, and capitalization?		

- imagine that they were in the army, air force, navy, or merchant marine and write a journal describing experiences and emotions during a typical week of the war.
- use an organizer to guide their analysis of a primary source document, e.g., "An Eyewitness Account of the Dieppe Raid."

Analysis Sheet: Historical Document	
Question	**Notes**
• What is the origin of this document? • For what audience was it written? • Why was it written? • What does the information tell you about your topic? • What other information do you wish the document had included?	
Was the Dieppe Raid a failure or a costly success?	

Notes

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.2 demonstrate an understanding of Canada's participation in WWII

- identify the factors leading to WWII
- explain Canada's response to the outbreak of WWII
- demonstrate an understanding of the role of Canada's army, air force, navy, and merchant marine during WWII
- examine the extent of Canada's human and material contribution to WWII

Suggestions for Learning and Teaching

The teacher may have students

- develop an organizer that shows Canada's human and material contributions to World War II. Explain how each contribution helped the war effort. Consider topics such as Victory Bonds, munitions plants, rationing, and British Commonwealth Air Training Plan (BCATP).

Contribution on the Home Front	
Topic	**Contribution**
Victory Bonds	
Munitions Plants	
Rationing	
BCATP	

- create a photo-essay to depict the various ways that regions and groups in Canada contributed to the war effort from the home front. Essays should address the contributions of women and Aboriginals, as well as contributions from various regions in Canada. Photo-essays should include only photocopies, interesting clear captions, and a good title.
- prepare an argument to support or oppose the belief that "World War II was an important step in the Women's liberation Movement."
- use the following statistics to draw a bar graph to show the human cost of war. What percentage of those who went to war never returned?

The Cost of War		
Military Service	**Total Enlistments**	**Total Fatalities**
Canadian Army	730159	22917
Canadian Air Force	249662	17101
Canadian Navy	106522	2024
Total	1090792	42042

Decades of Change

Suggestions for Assessment

Students may, for example

- research and write a biography of a person who served in World War II. The following organizer may be used to collect and organize the information.

Checklist for Writing a Biography
Who is/was the person?
What qualities does/did the person have?
What examples prove these qualities?
Describe events that changed this person?
What kinds of risk does/did this person take?
How is/was this person important to other people?
What have I learned from this individual to help me make life choices?

- give evidence to support a key statement.

Supporting Statements with Evidence	
Statement	**Evidence**
Canada helped the war effort in many ways besides fighting in Europe	

- assume the role of a reporter in June 1944 asking people what they think about the war, and write a short quotation that might have been given.

Life During The War	
I am a	**What I think about the war**
soldier who was at Normandy	
politician in Canada	
mother of a soldier in Europe	
person from the Netherlands	

Notes

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.3 analyse the effect of WWII on Canada and her people

- describe the experiences and attitudes of Canadians during WWII
- examine how the war strained ethnic and cultural relations within our nation, including the Maritimes, and Newfoundland
- analyse the economic, social, and political changes as a result of WWII
- examine Canada's reaction and response to the moral and ethical issues raised by events such as the Holocaust and the use of the first atomic bombs

Suggestions for Learning and Teaching

The teacher may have students

- interview a World War II veteran about war experiences (daily routine, dangers, problems, threats, and feelings.) The interviewee could be a soldier, airman, fighter pilot, sailor on a Corvette, merchant seaman, young wife who remained at home with the family, female factory worker, Japanese intern, prisoner of war, Silver Cross mother, zombie, or war bride. Make a list of questions to focus the interview.

Preparing Questions for an Interview	
Types of questions	**Examples I would use**
Factual: Who . . ? What ... ? When ... ? Where ... ?	
Relational: Why ... ? How ... ? How different ... ? How alike ... ?	
Opinion: Do you think that ... ? What should have happened ... . ?	

- imagine they have been serving overseas in wartime for the past four years, 1941–45, and write brief papers that respond to the following questions on how soldiers may have adjusted to peace after WWII: (a) What did you miss most about home? (b) How have things changed in your community and country? (c) What problems might you have adjusting to a peacetime life? (d) What things could help you adjust to being a civilian? (e) How could the government help?
- research and record the amount of bread, meat, sugar, milk, etc., that one would have consumed in a week during the war after rationing was introduced. How would one have had to change his/her diet? Include an explanation of rationing coupons. How does this compare to current patterns of consumption? Create a chart that compares food consumption per person per week during the war with the present.
- analyse a series of advertisements from before, during, and after World War II to determine what cultural messages were being sent in the following areas: What constitutes the good life? What are the roles of men and women in society? Who are the heroes in our culture?

Decades of Change

Suggestions for Assessment

Students may, for example

- assume that they are teenagers during WWII with a brother fighting overseas. Write a letter to him to indicate how Canadians changed their lives to support the war effort: life at home, school, part-time job, volunteer activities, homefront activities in the community. Tell how they feel about their role in the war effort.
- complete the following chart to analyse a poster about the importance of supporting the war effort.

Analysing a Poster	
Task	**Notes**
1. Study the poster and note all of the images, colours, dates, characters, references to places, and so on.	
2. Describe the idea that the information seems to point to.	
3. Compare your idea to what several of your classmates have.	
4. Write a sentence to state the central purpose of the poster.	
5. Do you think the poster would have been an effective one? Explain.	

- outline how the Canadian government dealt with a number of war issues (e.g., wartime production, inflation, conscription, post-war re-adjustment.) Select one area of increased government involvement and explain whether it was positive or negative for the country.

Increased Role of Government		
Issue	**Action**	**Results**
Wartime production		
Inflation		
Conscription		
Positive arguments: Negative arguments:		

Notes

Print Resources

- *Canadian Identity* (23927), chapter 8.
- *Canadian Identity—Teacher's Resource*, chapter 8.
- *Canadian War Posters: World War II* (ISBN—0921156677)
- *For Freedom: The Story of a French Spy* (ISBN—0440418313)
- *A Place to Hide* (ISBN—059045353X)
- *The Holocaust* (ISBN—1588103757)
- *Surviving Hitler: A Boy in the Nazi Death Camps* (ISBN—0060007672)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "War and Peacekeeping" (ISBN—092115674X)
- *Anne Frank: The Diary of a Young Girl* (paperback edition) (20395)
- *Anne Frank: The Diary of a Young Girl* (hardcover edition) (20396)
- *Anne Frank: Beyond the Diary* (23218)
- Weigl *Canadian History* series, "Canada at War" (23965)

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.3 analyse the effect of WWII on Canada and her people

- describe the experiences and attitudes of Canadians during WWII
- examine how the war strained ethnic and cultural relations within our nation, including the Maritimes, and Newfoundland
- analyse the economic, social, and political changes as a result of WWII
- examine Canada's reaction and response to the moral and ethical issues raised by events such as the Holocaust and the use of the first atomic bombs

Suggestions for Learning and Teaching

The teacher may have students

- examine how the Canadian government treated those Canadian citizens who were regarded as "enemy aliens" during World War II. Complete the following organizer.

Enemy Aliens			
Who were they?	What work did they do?	Why were they put in camps?	What were camp conditions like?

- complete the following chart to record perspectives that different people might have on the internment of Japanese Canadians during World War II.

Perspectives on the Internment of Japanese Canadians	
I am ...	My feelings toward the internment of Japanese Canadians ...
Prime Minister Mackenzie King	
an RCMP officer	
a Canadian-born Japanese leader	
someone who has a son in a Japanese prisoner-of-war camp	
a British Columbian worried about a Japanese attack	

- write a diary entry from the point of view of a Japanese Canadian teenager who has been interned during World War II. They should include how they feel about being Canadian in an internment camp, the hardships faced, and how they feel about Canada after being released.
- prepare presentations/displays illustrating Canada's record in the area of Jewish immigration before, during, and after World War II. (Jews fleeing Nazi Germany were routinely denied entry to Canada.) Presentations should focus specifically on the fate of those turned away by Canada. Follow up research could focus on the reasons for refusing Jewish applicants entry to the country.

Decades of Change

Suggestions for Assessment

Students may, for example

- write letters to the editor of a newspaper to express their views on the issue of detaining "enemy aliens" in camps away from the general population.

Checklist: Writing a Letter to the Editor		
Criteria	Yes	Not Yet
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure who it is I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		

- use the following organizer to guide their analysis of a primary source document (letter, diary entry, or eyewitness account) of life in an internment camp for Japanese Canadians.

Analysis Sheet: Historical Document	
Question	Notes
What is the origin of this document?	
For what audience was the document written?	
Why was it written?	
What does the information in the document tell you about your topic?	
What other information do you wish the document had included?	

- write a reflective journal entry in response to something they have read, experienced, or heard about the internment of Japanese Canadians and/or the refusal of entry to Jewish immigrants during and after World War II. (Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)

Notes

Video Resources

- *The Auschwitz Connection* (23183)
- *Miracle of Moreaux* (22530)
- *Who is Peter Iswolsky?* (21415)
- *MacKenzie King: The Conscription Crisis* (22507)
- *Fallen Hero: The Tommy Prince Story* (V2434)
- *Call My People Home* (21475)
- *Kimiko Murakami: Triumph Over Internment* (223527)
- *Freedom Had a Price* (22955)
- *Sadako and the Thousand Paper Cranes* (21739)

Software

- Anne Frank House: A House with a Story (51460)

Websites

- Veterans Affairs Canada, <www.vac-acc.gc.ca>
- The Memory Project, <www.thememoryproject.com>
- The Canadian Encyclopedia, <www.thecanadianencyclopedia.ca>

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.3 analyse the effect of WWII on Canada and her people

- describe the experiences and attitudes of Canadians during WWII
- examine how the war strained ethnic and cultural relations within our nation, including the Maritimes, and Newfoundland
- analyse the economic, social, and political changes as a result of WWII
- examine Canada's reaction and response to the moral and ethical issues raised by events such as the Holocaust and the use of the first atomic bombs

Suggestions for Learning and Teaching

The teacher may have students

- complete a "fish-bone" organizer to outline their understanding of the impact of World War II on Canada. They may begin by creating a title (e.g., World War II permanently affects Canada), then develop main ideas (e.g., economic, political, and social) and provide details to support each main idea.
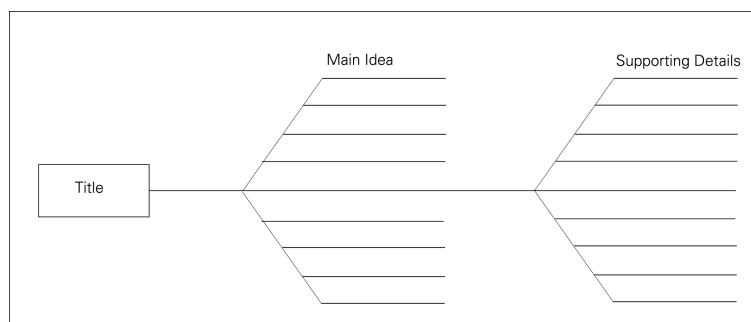
- reflect upon the positive and negative elements that make up the legacy of the Second World War and create a Pro and Con Organizer that lists elements they think are positive or negative. Then decide whether the good outweighs the bad.

The Legacy of the Second World War	
Pros	**Cons**
My view is ...	

- view a video presentation on Hiroshima and Nagasaki, the Enola Gay, etc.; read and study Sadako's *Paper Cranes;* listen to a presentation from a Holocaust survivor or watch a video on the Holocaust, (e.g., *Genocide);* then stage a debate on one of the following issues: (a) The use of weapons of destruction such as the atomic bomb can never be justified. (b) The creation of nuclear weapons has improved the prospects of world peace. (c) Canada could have done more to prevent atrocities such as the Holocaust. (Refer to page 103 of this guide for a debate evaluation form).

Decades of Change

| Suggestions for Assessment | **Notes** |

Suggestions for Assessment

Students may, for example

- classify key changes after the Second World War as either economic, social, or political.

Classifying Key Events/Conditions			
Conditions/Events	**Economic** ✓	**Social** ✓	**Political** ✓

- research and create a chart showing social programs that existed before and during WWII, and ones which exist today (e.g., family allowance, unemployment insurance, widow's allowance, health care, old age, Canada pensions.) Explain how attitudes to government funded social programs have changed over the same time period.

Social Programs		
Before WWII	**During WWII**	**Today**
Attitudes to government social programs changed ...		

Decades of Change

## Outcomes

In grade 8, students will be expected to

8.3.3 analyse the effect of WWII on Canada and her people

- describe the experiences and attitudes of Canadians during WWII
- examine how the war strained ethnic and cultural relations within our nation, including the Maritimes, and Newfoundland
- analyse the economic, social, and political changes as a result of WWII
- examine Canada's reaction and response to the moral and ethical issues raised by events such as the Holocaust and the use of the first atomic bombs

Suggestions for Learning and Teaching

Teachers may have students

- create a time line of Holocaust events (e.g., 1933—Hitler places restrictions on Jewish people; 1935—Nuremberg Laws; 1938—Kristallnacht; 1939—Jews aboard the St. Louis look for refuge; 1939—Jews are sent to concentration camps; 1942—Hitler introduces his "final solution"; 1943—Warsaw uprising; 1944/45—Canadian and other Allied troops begin to liberate the death camps; and 1945/46—Nuremberg Trials.) Then, write a descriptive paragraph about Canada's response to these events.
- work in pairs to examine whether the dropping of the atomic bombs on Hiroshima and Nagasaki was justified. One student may develop arguments for the dropping of the bombs; the other partner, arguments against them. The positions may be recorded in the following chart.

Was the Dropping of the Atomic Bomb Justified?	
It was because ...	It was not because ...

- use the following organizer to guide their analysis of an eyewitness description of the effects of an atomic bomb.

Analysis Sheet: Historical Document	
Question	Notes
What is the origin of this document?	
For what audience was the document written?	
Why was it written?	
What does the information in the document tell you about your topic?	
What other information do you wish the document had included?	

Decades of Change

Suggestions for Assessment

Students may, for example

- debate whether the dropping of the atomic bombs on Hiroshima and Nagasaki was justified. The topic may be expressed as, "Be it resolved that the dropping of the atomic bombs was necessary and right." The following organizer will help students to structure the debate and the teacher to evaluate student engagement in the process.

Debate Evaluation Form					
Topic:_____ **Date:**_____					
Comments	**Team 1 (Affirm.)**	**Points**	**Team 2 (Neg.)**	**Points**	**Comments**
	Speaker 1 (Name)		Speaker 1 (Name)		
	Speaker 2 (Name)		Speaker 2 (Name)		
	Speaker 3 (Name)		Speaker 3 (Name)		
	Speaker 4 (Name)		Speaker 4 (Name)		
Procedures					
Affirmative			**Negative**		
Speaker 1 speaks first: introduces topic, and makes arguments.			Speaker 1 speaks second: introduces topic, attacks affirmative arguments, and gives negative arguments.		
Speaker 2 speaks third: attacks negative arguments and strengthens affirmative arguments.			Speaker 2 speaks fourth: further attacks affirmative arguments and strengthens negative arguments.		
Speaker 3 speaks last: summarizes affirmative strengths and negative weaknesses.			Speaker 3 speaks fifth: summarizes negative strengths and affirmative weaknesses.		
Scoring: Outstanding: 5 points Fair: 2 points Strong: 4 points Poor: 1 point Good: 3 points					

Notes

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.4 evaluate Canada's role in the world since WWII

- explain the meaning of the term "Cold War"
- evaluate Canada's role in NATO and NORAD during and since the Cold War
- evaluate Canada's role as a global citizen through its involvement in the United Nations and other international organizations

Suggestions for Learning and Teaching

The teacher may have students

- work in groups of four to complete a "reaction-grid" organizer. Each group member in turn writes, in a quadrant, a short reaction to a term such as "cold war," "expansionism," or "peacekeeping". Each group then reaches a consensus and expresses it as a written statement. Reaction statements are shared with the class. (To assess student participation in collaborative learning groups, refer to Appendix I.)
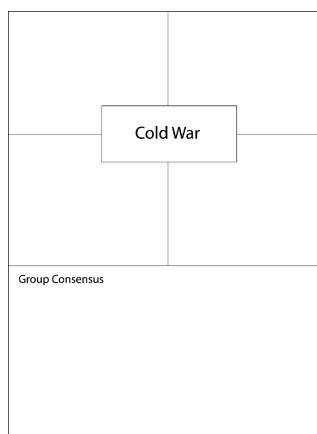
- label and colour-code a map to illustrate the two alliances of the Cold War—NATO members and Warsaw Pact members—from 1945 to 1991.
- imagine they are in a space station looking down from directly above the North Pole and use their knowledge of the Cold War to write a description of Canada's geographical position in the Cold War struggle.
- work in groups to research selected events (e.g., the Yalta Conference, the San Francisco Conference, the Gouzenko Affair, Churchill's "Iron Curtain" speech, Berlin Blockade, formation of NATO, the Warsaw Pact) following World War II and decide if each event would either encourage peace or encourage a Cold War. Provide an explanation for each classification.

Events that Encouraged Peace or the Cold War			
Events	**Peace (✔)**	**Cold War (✔)**	**Explanation**

Decades of Change

Suggestions for Assessment

Students may, for example

* give evidence to support a key statement. (Sample answers are provided for illustrative purposes only.)

Supporting Statements with Evidence	
Statement	Evidence
A Cold War existed after 1945	• relations between the Soviet Union and former allies deteriorated

* compare the political and economic systems of the two superpowers of the Cold War.

Comparison of the Superpowers		
System	Soviet Union	United States
Political		
Economic		

* research the Cold War and complete a time line of significant events from the early days after WWII until it ended in 1991. (Students may select an event—e.g., the Cuban Missile Crisis—and write a speculative journal entry on what might have been the long term impact of a different turn of events, e.g., if Kennedy had backed down. Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)
* analyse cartoons that show how the superpowers viewed each other. The following organizer may be used.

Analysis Sheet: Analysing a Cartoon	
Question	Response
What symbols are used in this cartoon?	
What does each symbol represent?	
What do the words (if any) mean?	
What is the main message of the cartoon?	
Why is the cartoonist trying to get this message across?	
What is your opinion of the message?	

Notes

Print Resources

* *Canadian Identity* (23927), chapter 9.
* *Canadian Identity—Teacher's Resource*, chapter 9.
* *The United Nations* (ISBN—1403446229)
* *Active Reader Assessment Resource: Young Adolescents: Content Passages*, "Sofia's Journey" (in schools) and *Active Reader Assessment Resource: Young Adolescents: Information Cards*, "Sofia's Journey" (23611)
* *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Canadian-American Relations" (ISBN—0921156790)
* *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "War and Peacekeeping" (ISBN—092115674X)
* *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "The Immigrant Experience" (ISBN—0921156804)
* Weigl *Canadian History* series, "Canada in the Global Age" (23964)

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.4 evaluate Canada's role in the world since WWII

- explain the meaning of the term "Cold War"
- evaluate Canada's role in NATO and NORAD during and since the Cold War
- evaluate Canada's role as a global citizen through its involvement in the United Nations and other international organizations

Suggestions for Learning and Teaching

The teacher may have students

- work in pairs or triads to complete a **K-W-L-H** chart about a particular topic related to the Cold War, such as the arms race, that interests them. (This is an opportunity for students to write a metacognitive journal entry. Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)

K-W-L-H Chart about the (*identify the topic*)			
What we know already	What we want to know	What we learned	How can we learn more

- assume the role of a foreign policy advisor to the government. Research and select post-war information to prepare a foreign policy brief for the Prime Minister. Outline what they believe should be Canada's policies on responding to communism, providing aid to other countries, peacekeeping, protecting human rights, and how closely Canada should ally itself with the United States.
- assume the role of a person living in Canada in the 1950s and 1960s and create a poster, cartoon, button, song, or poem to show their point of view on the nuclear arms race.
- reflect upon the Cold War and complete the following chart to decide whether or not they would have supported the stockpiling of weapons of mass destruction.

Decision: Would I have supported the policy of stockpiling of weapons of mass destruction?	
Pros	Cons
I would have (*give your decision*) because (*give reasons for your decision*)	

Decades of Change

Suggestions for Assessment

Students may, for example

- read their text and other sources to complete a sentence fragment. Then, explain how each factor contributed to the rivalry between the two superpowers. (Sample answers are provided for illustrative purposes only.)

American and Soviet Relationship after WWII	
Statement	**Factors**
The relationship between the United States and the Soviet Union changed after the Second World War because ...	• the relative losses the two countries suffered in WWII • the Soviet fear of American power and the American fear of Communism

- reflect upon the causes of the Cold War. Complete the chart to decide whether or not they think it could have been avoided.

Decision: Could the Cold War have been avoided?	
Pro argument	**Con argument**
It could have *(give your decision)* because *(give reasons for your decision)*	

- collect quotations from key figures in the Cold War that illustrate their views on issues and events at the time. Display these quotations in a collage on the class bulletin board. (This is an opportunity for students to write a dialectical journal entry. Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)

Notes

Video resources

- *Maria Dizio: Setting a pattern for Success* (23536)
- *The Road Taken* (23360)
- *A Spy's Life (Kitty Harris)* (23544)
- *Historica Minutes*

Websites

- Veterans Affairs Canada, <www.vac-acc.gc.ca>
- North Atlantic Treaty Organization, <www.nato.int>
- United Nations, <www.un.org>
- The Canadian Encyclopedia, <www.thecanadianencyclopedia.ca>

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.4 evaluate Canada's role in the world since WWII

- explain the meaning of the term "Cold War"
- evaluate Canada's role in NATO and NORAD during and since the Cold War
- evaluate Canada's role as a global citizen through its involvement in the United Nations and other international organizations

Suggestions for Learning and Teaching

The teacher may have students

- participate in a "place-mat" co-operative learning activity to examine the reasons Canada had for joining either NATO in 1949 or NORAD in 1957. A place-mat organizer is given to a team of three or four members; each student places his or her reason in the assigned section of the organizer. Through consensus, each reason that is considered important is moved to the circle. All place-mats may be posted on the wall and distilled to a classroom list. (To assess student participation in collaborative learning groups, refer to Appendix I.)
- compare the origins, membership, and goals of NATO, Warsaw Pact, and NORAD.
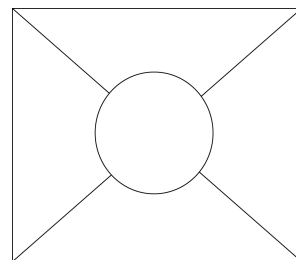
International Organizations			
Alliance	**Origins**	**Membership**	**Goals**
NATO			
Warsaw Pact			
NORAD			

- research and write a descriptive paragraph to explain Canada's role in NATO and NORAD. (To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric.)

Organizing Structure for a Paragraph
Beginning A topic sentence states the main idea to help the reader anticipate what is coming.
Middle Evidence is presented in the form of facts. Facts are supported by a description of examples. Facts and examples are explicitly related to the topic sentence.
End The significance of the main idea, given the evidence, is explained.

Decades of Change

Suggestions for Assessment | Notes

Students may, for example

- complete a chart on the costs and the benefits for Canada of belonging to NATO and NORAD.

Canada's Participation in NATO and NORAD	
Cost	**Benefits**

- write a letter to the editor, their MP, or the Minister of Foreign Affairs, either in support of or in opposition to Canada's continued or future involvement in NATO or UN peacekeeping and peacemaking missions.

Checklist: Writing a Letter to the Editor		
Criteria	**Yes**	**Not Yet**
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		

- rank the principles of the UN in order of importance and in point form list reasons for your ranking.

UN Principles		
Principles	**Rank**	**Justification**

Decades of Change

## Outcomes

In grade 8, students will be expected to

8.3.4 evaluate Canada's role in the world since WWII

- explain the meaning of the term "Cold War"
- evaluate Canada's role in NATO and NORAD during and since the Cold War
- evaluate Canada's role as a global citizen through its involvement in the United Nations and other international organizations

Suggestions for Learning and Teaching

The teacher may have students

- complete an organizer to compare Cold War "hot spots" (e.g., Berlin Blockade, Korean War, Suez Crisis, Cuban Missile Crisis).

Cold War Hot Spots					
Conflict	**Dates**	**Causes**	**Events**	**Personalities**	**Results**

- participate in a "think-pair-share" co-operative learning structure to examine the meaning of "peacekeeping" and "peacemaking". Each partner individually jots down what he or she thinks they mean, with an example for each. They then share each other's ideas, reach a consensus, and share a common definition and an example. (To assess student participation in collaborative learning groups, refer to Appendix I. Peacekeeping comes up again in outcome 8.3.7 and there may be an opportunity to combine the activities or use material generated in this exercise again.)
- complete a chart to show Canada's role in the settlement of the Korean War and the Suez Canal Crisis. Why is one considered an example of peacekeeping and the other peacemaking?

Canada's Role	
Korean War	**Suez Crisis**

- use a map to locate, colour, and label the areas where Canadian peacekeeping forces have been sent since 1945. Then, working in groups of three or four, research one of these operations according to the criteria provided in the chart below. Then, write an expository report on their findings.

Canada's Peacekeeping Role			
Operation	**Causes**	**Canada's Role**	**Successes/ Failures**

Decades of Change

Suggestions for Assessment

Students may, for example

- give evidence to support a key statement. (Samples are provided for illustrative purposes only.)

Supporting Statements with Evidence	
Statement	**Evidence**
In the context of the Cold War, the 1970s was an era of détente, i.e., there was a determination to avoid major confrontation between the superpowers.	• The Soviet Union and the United States agreed in 1973 to admit East and West Germany into the UN.

- read accounts about the lives of a peacekeeper and select one they would like to meet. Ask them to write several questions they would ask that person if they had the opportunity.
- work with a partner and list major conflicts threatening world peace today. Participate in a classroom discussion about whether the world is a safer place since the end of the Cold War.
- read newspapers and monitor the news for a period of time. Then, based on the news, debate the question "Is the Cold War really over?" See page 103 of this curriculum guide for a debate evaluation form.
- analyse two or three newspaper editorials about world events for evidence of bias. (It may be necessary to remind students of the meaning of bias—when only one side of an issue is considered or when facts are used to defend only one particular viewpoint.)

Analysing for Bias	
Indicator of Bias	**Examples**
Emotionally charged words and phrases	
Exaggeration	
Over generalization	
Missing information	
Over simplification	

Notes

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.5 analyse the impact of changing technology and socio-economic conditions on Canada's prosperity and lifestyles in the 1950s and 1960s

- examine how changing technologies affected lifestyle
- identify the attitudes and values of the 1950s and 1960s and examine how they affected lifestyle

Suggestions for Learning and Teaching

Teachers may have students

- use an organizer to show the influence of technological changes and innovations (e.g., automobiles, aluminum, unbreakable glassware, high-fidelity stereo sound, and television) on Canadian lifestyle during the 1950s and 1960s.

Technological Changes			
Technology	**Impact on teenagers**	**Impact on Canada**	**Challenges faced by society as a result**
From this chart, I can conclude that …			

- complete a chart about a federal government mega-project of the 1950s and 1960s (e.g., the Trans-Canada Highway, the St. Lawrence Seaway, the Trans-Canada Pipeline).

Canadian Mega-projects				
Project	**Purpose**	**Changes created**	**Benefits**	**Possible problems**

- create a web diagram to illustrate the effects of the plastics revolution on life in the 1950s and 1960s. Include criteria such as the economy, everyday life, fashions, and world trade. (For fashion and everyday life, have students bring to the class heirlooms or tools/implements from before the age of plastics to note differences in construction from similar items today.

Effects of the Plastics Revolution
During the 1950s and 1960s
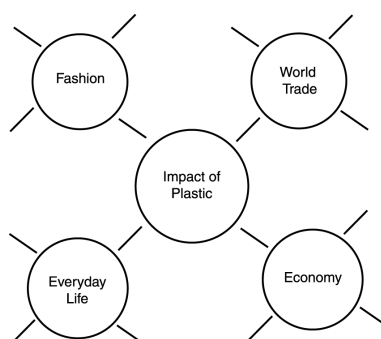
Decades of Change

Suggestions for Assessment

Students may, for example

- write examples of types of questions that could be asked by a person pursuing further research on the technological changes of the 1950s and 1960s.

Preparing Questions for Further Research	
Type of Question	**Example**
Factual	When was the first artificial satellite launched by the Soviet Union?
Definitional	What does "transistor" mean?
Comparative	How does the impact of television compare with the impact of the microcomputer in changing society?
Causal	What caused the development of boom towns in Canada?
Decision-making	What did the federal government do to protect Canadian culture and identity?
Speculative	What would have happened to the development of the oil and gas industry in western Canada if the federal government had not supported the building of the Trans-Canada Pipeline?

- research car designs of the 1950s and complete a "Then and Now" organizer to compare these designs with those of today. Include criteria such as chrome, fins, flashing tail-lights, colour, motor size, body trim, grill, and radio. (Alternatively, a "Then and Now" organizer could be used to compare TV viewing in the 1950s and 1960s with today. Criteria could include picture quality, sound quality, variety of programs, and depiction of life at the time.)
- research the St. Lawrence Seaway on the Internet and make jot notes for the following questions:
  - Which Canadian products are moved to the USA via the Seaway?
  - Which Canadian products are shipped to Europe and other ports overseas?
  - How has the Seaway benefited the economy and contributed to industrial growth? Is it outdated because of its size limitations?

Notes

- *Canadian Identity* (23927), chapter 10.
- *Canadian Identity—Teacher's Resource*, chapter 10.
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Pop Culture" (ISBN—092115688X)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Advertising: Reflections of Culture and Values" (ISBN—0921156731)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Labour and Social Reform" (ISBN—0921156863)
- Oxford *Canadian Challenges Series*, "Women: Changing Canada" (22776)
- Oxford *Canadian Challenges Series*, "Aboriginal Peoples: Building for the Future" (22883)

Video Resources

- *Seaway to the Heartland* (22973)
- *Historica Minutes*

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.5 analyse the impact of changing technology and socio-economic conditions on Canada's prosperity and lifestyles in the 1950s and 1960s

- examine how changing technologies affected lifestyle
- identify the attitudes and values of the 1950s and 1960s and examine how they affected lifestyle

Suggestions for Learning and Teaching

Teachers may have students

- research and explain, in the form of a 1950s consumer information pamphlet, five examples of new consumer products during the 1950s.

- analyse advertisements from the 1950s and early 1960s. Identify the features highlighted, what values were emphasized, and what messages were sent about the nature of the "good life." Compare 1950s and 1960s advertisements with today's advertisements for similar products.

Analysis of Advertisements		
Technology	**Similarities with Present**	**Differences from Present**
transportation ad for an automobile		
communication ad for television		
household labour-saving device ad for a dishwasher		

- find information to compare consumer attitudes in the 1930s, 1940s, and 1950s. Then, design and administer a survey to complete a fourth column explaining consumer attitudes today.

Comparison of Consumer Attitudes			
1930s (Depression) Make Do	**1940s (WWII) Conserve**	**1950s (Growth & Prosperity) Consume**	**Today**

- construct population pyramids from available statistics. Compare the effects of varying birth rates for different years (e.g., 1935, 1955, and 1995). Identify factor(s) that brought about this change in lifestyle, changes that resulted from this phenomenon (e.g., impact of baby-boomers on health and educational systems), and implications of the population structure for the future.

Decades of Change

Suggestions for Assessment

• use the following chart to investigate the topic of consumerism.

Consumerism	
Questions	**Notes**
List some of the things you own or wear that display the logo or name of a corporation.	
Why do many people shop for items that display certain logos?	
How many of these items are made in Canada?	
What image is the brand of each item trying to create for a person wearing the product?	
Does the wearing of corporate logos and names endanger your personal identity, our national identity, or both?	

• produce a collage or poster on one of the following topics: (a) the 1950s as the golden age of the automobile; (b) the 1950s' changes in the auto industry as a reflection of the transformation to a consumer society; (c) the cars of the 1950s as dinosaurs of the auto industry; and (d) the automobile as a social icon.
• interview community members who experienced the 1950s and 1960s. Questions might focus on leisure time in the home, family vacation, family use of the car, part-time work after school, family size and roles, and traditions around marriage.

Preparing Questions for an Interview	
Type of Question	**Examples I Would Use**
Factual: Who ... ? What ... ? When ... ? Where ... ?	
Relational: Why ... ? How ... ? How differently ... ? How alike ... ?	
Opinion: Do you think that ... ? What would have happened if ... ?	

Notes

Websites

• Saint Lawrence Seaway, <www.greatlakes-seaway.com>
• Statistics Canada, <www.statcan.ca>
• National Library of Canada, <www.nlc-bnc.ca>
• The Canadian Encyclopedia, <www.thecanadianencyclopedia.ca>

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.5 analyse the impact of changing technology and socio-economic conditions on Canada's prosperity and lifestyles in the 1950s and 1960s

- examine how changing technologies affected lifestyle

- identify the attitudes and values of the 1950s and 1960s and examine how they affected lifestyle

Suggestions for Learning and Teaching

The teacher may have students

- complete an organizer on whether the population shift to suburbia was good or bad for Canadian society. Then, explain their position.

Population Shift to Suburbia	
Was good	Was bad
My Position:	

- research a planned suburban community and prepare a photo-essay to report when the community was built and to illustrate the planned features of this community.
- work in groups to create a chart outlining the pros and cons of universal health care. They can present their findings to the class and discuss the results.

Universal Health Care	
Pros	**Cons**

- complete a "graffiti" co-operative learning structure to facilitate brainstorming about changes that took place during the 1960s. They work in groups of three or four and write graffiti (words, phrases, graphics) on their assigned topic or question for 10 minutes. Topics may include transportation, mega-projects, television, telephone, consumer goods, suburban living, education, and health care. Groups then stop and pass their sheet of butcher paper to the next group. Sheets are passed until original graffiti sheet returns to the home group. Each group then reads, discusses, summarizes, and presents their graffiti ideas to the class. (To assess student participation in collaborative learning groups, refer to Appendix I.)

Decades of Change

Suggestions for Assessment	**Notes**

Students may, for example

- assume the role a young working parent planning a move to a suburban community in 1959 and write a letter to a friend explaining why they are making the move. They should try to be enthusiastic enough to convince their friend to move to the same community.
- predict the impact that the baby boomers will likely have on the future of today's students. They should give consideration to the age, wealth, and needs of the baby boomers and prepare a visual display to illustrate their predictions. (This is an opportunity for students to write a speculative journal entry. Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)
- examine editorials in a current daily newspaper and then write an editorial reflecting concerns about the social changes in Canada during the 1950s. Suggested topics—Coffee: Can it be good for you?; Suburbia swallows up farmland; Television intrudes into family life; What are we going to do with all these baby boomers?
- give evidence to support key statements about changes in the 1960s.

Supporting Statements with Evidence	
Statement	**Evidence**
TV provided entertainment and a global perspective on issues.	
New consumer goods were made popular through TV advertising.	
Women still experienced discrimination.	

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.6 compare the social and cultural trends in Canada in the 1950s, 1960s, and 1970s

- suggest reasons for the conformity of the 1950s and its rejection in the 1960s and 1970s

- describe the idealism that developed in the 1960s by examining movements such as the civil rights movement, the women's rights movement, the peace movement, and environmentalism

Suggestions for Learning and Teaching

The teacher may have students

- complete a chart to analyse postwar trends. In the "From a country of ... " column, describe Canadian society during the 1950s, then describe what Canada became in the "To a country of ... " column. Take the same approach for "People who ... ". Draw conclusions about the information entered in the chart.

Trends of the Postwar Period	
From	**To**
A country of ...	A country of ...
People who ...	People who ...
The reasons for conformity in the 1950s and its rejection in the 1960s are ...	

- complete a chart identifying the areas of Canadian culture most at risk from American influence during the 1950s and 1960s and the actions taken by the federal government to counter this situation.

American Influence on Canadian Culture	
Areas most at Risk	**Government Action**

- analyse a series of photos for evidence of the popular culture of the 1960s.

Analysis Sheet: Analysing a Photo	
Photo	**What I see ...**
(identify the photo)	Describe the setting and time. Identify the people and objects. How are they arranged? What's happening in the photo? Was there a purpose for taking the picture? Explain. What would be a good caption for the photo?
From this photo, I have learned that ...	

Decades of Change

Suggestions for Assessment

Students may, for example

- watch a film based on 1960s culture (e.g., *Grease*), and make notes on various aspects of the popular culture of the times (e.g., cars, clothing styles, hairstyles, music, friendships, gangs, entertainment, values).

Film Analysis	
Aspects of Culture	**Notes**
My overall impressions are . .	

- make a balance sheet to examine the impact of American television on Canadian identity. Then, rank the pros (positive points) and cons (negative points) they have identified and state their own opinions on the question, giving reasons for their views.

Impact of American Television Programs			
Pros	**Rank**	**Cons**	**Rank**
My opinion is that...			

- develop a photo-essay of the different features of teenage popular culture of the 1960s such as clothing styles, entertainment, relationships, and music, and draw conclusions about what aspects of that culture remain today.
- find out the meaning of the following teenage slang expressions from the 1960s: e.g., bread, far out, rap, groovy, good vibes, flower child, psychedelic, cool, square, and cat or chick. Then, write a paragraph describing how these expressions reflect the counterculture of the decade. (These expressions reflected a culture that was outside the main culture and was thus referred to as a counterculture. This counterculture rejected "normal" society and used a language that deliberately excluded outsiders.)

Notes

Print Resources

- *Canadian Identity* (23927), chapter 11.
- *Canadian Identity—Teacher's Resource*, chapter 11.
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Pop Culture" (ISBN—092115688X)
- *Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Advertising: Reflections of Culture and Values" (ISBN—0921156731)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Labour and Social Reform" (ISBN—0921156863)
- Oxford *Canadian Challenges Series*, "Women: Changing Canada" (22776)
- Oxford *Canadian Challenges Series*, "Aboriginal Peoples: Building for the Future" (22883)
- *Last Days in Africville* (16581)

Video Resources

- *Sarah Mayoff: Enterprising Against the Odds* (23534)
- *Anna Markova: Forgiveness in Exile* (23542)
- *Historica Minutes*

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.6 compare the social and cultural trends in Canada in the 1950s, 1960s, and 1970s

- suggest reasons for the conformity of the 1950s and its rejection in the 1960s and 1970s
- describe the idealism that developed in the 1960s by examining movements such as the civil rights movement, the women's rights movement, the peace movement, and environmentalism

Suggestions for Learning and Teaching

The teacher may have students

- investigate the music of Canadian artists from different eras—the 50s, 60s and 70s. Compare criteria such as lyrics, tempo, stage presence, equipment used, appearance, and concert venues. Draw conclusions about changes in music and the hopes, worries, attitudes, and values of the two eras. (Examples of artists include the following: 1950s—Paul Anka, The Crew Cuts, The Diamonds, Rover Boys, Bobby Curtola, Felix Leclerc; 1960s—The Guess Who, Neil Young, Gordon Lightfoot, Ian and Sylvia, Robert Charlebois, Ginette Reno, Buffy St. Marie, Gilles Vigneault, Claude Leveillee, Claude Gauthier, Don Messer and the Islanders; and 1970s—Edith Butler, April Wine, Joni Mitchell, Angele Arsenault, Beau Dommage, Anne Murray, Stompin' Tom Connors, Bachman-Turner Overdrive.)

Comparison Chart		
Artist 1950s	**Criteria**	**Artist 1960s and 1970s**
	• lyrics • tempo • stage presence • equipment • appearance • location	
My conclusions about changes are...		

- describe clothing items and hairstyles that would have been chosen to attend events listed in the chart below.

Changing Dress and Hair Styles		
1950s	**Event**	**1960s and 1970s**
	at a dance	
	on a date	

Decades of Change

Suggestions for Assessment

Students may, for example

- identify from their text and other sources the social taboos of the 1950s and describe examples of how things had changed by the 1960s and 1970s (e.g., the increased permissiveness of the "new morality").
- give evidence to support a statement.

Supporting Statements with Evidence	
Statement	**Evidence**
Rock-and-roll music was a youthful demonstration of anti-establishment attitudes.	
My position is ...	

- analyse a song that reflects the counterculture of the 1960s. The following organizer may be used to analyse the messages and to draw conclusions about the lyrics of the song.

My Checklist for Reading a Poem (or song lyric)	
Criteria	**Check**
From the title I can predict what the poem is about.	
I found out the meaning of new words.	
I read the poem straight through.	
I reread the poem slowly to get the meaning.	
I paid attention to punctuation and diction.	
I paid attention to poetic elements (e.g., rhyme ...)	
I examined the figures of speech and imagery used.	
I could imagine scenes created by the images.	
I put everything together to understand the main theme or meaning of the poem.	
This poem tells me that ...	

- prepare an audiovisual presentation using slides, tapes, and/or computer technology to present fashions and music from 1945 to the late 1960s.

Notes

Websites

- National Library of Canada, <www.nlc-bnc.ca>
- The Canadian Encyclopedia, <www.thecanadianencyclopedia.ca>

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.6 compare the social and cultural trends in Canada in the 1950s, 1960s, and 1970s

- suggest reasons for the conformity of the 1950s and its rejection in the 1960s and 1970s
- describe the idealism that developed in the 1960s by examining movements such as the civil rights movement, the women's rights movement, the peace movement, and environmentalism

Suggestions for Learning and Teaching

The teacher may have students

- research and create a biography of an athlete from the 50s, 60s or 70s. (Examples of athletes from 1950s—Rocket Richard, Gordie Howe, Barbara Scott, Yvon Durelle, Marilyn Bell, Doug Hepburn, Normie Kwong, Ernestine Russell, William O'Ree; 1960s—Bobby Hull, Frank Mahovlich, Terry Sawchuk, Jean Belliveau, Nancy Greene, George Chuvalo; 1970s—Diane Jones Konihowski, Ferguson Jenkins, Jerome Drayton, Paul Henderson, Phil Esposito, Bobby Orr, Guy Lafleur, Russ Jackson.)

Checklist for Writing a Biography
Who is/was this person?
What qualities did/does the person have?
What examples prove these qualities?
Describe events that changed this person.
What kinds of risks did/does this person take?
How was/is this person important to other people?
What have I learned from this individual about how to be a better person?

- complete a chart to note the similarities and differences between the hippie and activist youth groups. Indicate which of the two counterculture groups they would have joined and why. Provide this information in a table or as a Venn diagram. (After students provide their reasons for which group they would have joined, invite them to reflect on bias and frame of reference. Some students might have made decisions based on something that is known today but was unknown in the 1960s.)

Decades of Change

Suggestions for Assessment

Students may, for example

- interview an adult who was a teenager in the 1950s or 1960s and find out what life was like for teenagers. They might ask questions such as the following: How did you dress for the school dance? What were your favourite sports? What was your favourite TV show? After the interview, share with the class a report on their findings.
- produce a scrapbook comparing the teenagers of the 50s with those of today. They might include information on fashion, attitudes and values, fads, music and dance, heroes, special groups, spending habits, leisure activities, high school life, campus life, dating, and attitudes toward the future. It should include illustrations, photos, written text, graphs, and tables. Each scrapbook must include a summary report outlining the similarities and differences between the two periods. A scrapbook and chart using the same criteria may be developed to compare teenage life of the 1960s or 1970s with today.

Comparison Chart		
Criteria	**1950s**	**Today**
Fashion		

Notes

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.6 compare the social and cultural trends in Canada in the 1950s, 1960s, and 1970s

- suggest reasons for the conformity of the 1950s and its rejection in the 1960s and 1970s
- describe the idealism that developed in the 1960s by examining movements such as the civil rights movement, the women's rights movement, the peace movement, and environmentalism

Suggestions for Learning and Teaching

The teacher may have students

- use Internet sources to research the issues of one of the movements that took place during the 1960s and 1970s (e.g., civil rights, women's rights, peace, environmentalism). Find at least three sites that deal with the issues and create a chart that distinguishes between the facts and opinions found on these sites. Then, write a summary paragraph on your point of view on these issues.

Fact and Opinion		
Web Site	**Fact**	**Opinion**
Site # 1		

- analyse an issue (e.g., equal rights) on which a movement for change was focussed.

Examining an Issue: *(Identify the issue you are examining)*
What is the main issue?
What positions did the key player(s) take at the time?
What arguments were used by one side to support their stand?
What arguments were used by the opposing side to support their stand?
What beliefs or values were at odds in this issue?
What was the final outcome on the issue?
Looking back, explain whether you think the decision was a wise one.

- assume the role of a Department of Fisheries and Oceans (DFO) officer asked to intervene in a dispute between Greenpeace environmentalists and seal harvesters off the coast of Newfoundland. Greenpeace wants to end the hunt, but for Newfoundlanders this is a way of life and a means of earning a living that is acceptable in their community. You are to mediate a written agreement between these opposing groups. This may be done as a co-operative learning activity—one group representing Greenpeace, another group representing the seal harvesters, and a group representing the Department of Fisheries and Oceans. Each group is to present its position in a formal debate.

Decades of Change

| Suggestions for Assessment | Notes |

Suggestions for Assessment

Students may, for example

- assume the role of an advocate for one of the movements (e.g., gender equality, human rights, Aboriginal rights) that developed in the 1960s. Prepare a speech to deliver to a protest rally. The following topics may be used or they may develop their own.

> **An Issue to Stand for . . .**
>
> Equal Rights for Women, A Better Society for All
> Human Rights Includes Everybody
> Assimilation is Annihilation

- divide into pairs to examine whether the protest over American involvement in Vietnam, the arms race, or an environmental issue was justified. One student may develop arguments for the protest; the other partner, arguments against it. The positions may be recorded in the following chart.

Were the protests justified?	
They were because ...	**They were not because ...**

- outline the successes Aboriginals had in asserting their Aboriginal rights and provide supporting evidence of frustrations and obstacles they encountered.

Aboriginal Rights	
Successes	**Frustrations and Obstacles**

- make an organizer summarizing information about one of the movements of the 1960s and 1970s. Use the following headings: "Major Issues of Concern," "Important Leaders and their Contributions," "Main Groups and their Activities," and "Impact of the Movement on Canada and other Countries."

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.6 compare the social and cultural trends in Canada in the 1950s, 1960s, and 1970s

- suggest reasons for the conformity of the 1950s and its rejection in the 1960s and 1970s
- describe the idealism that developed in the 1960s by examining movements such as the civil rights movement, the women's rights movement, the peace movement, and environmentalism

Suggestions for Learning and Teaching

The teacher may have students

- analyse protest songs and songs of peace and love from the 60s to identify what youth feared and rejected, as well as to describe their vision of a better world. For example, Barry Maguire's "Eve of Destruction" painted a frightening picture of the possibility of nuclear destruction against the background of the Cuban Missile Crisis. Country Joe and the Fish performed "1-2-3-4 What Are We Fighting For" at Woodstock as a specific rejection of the American war effort in southeast Asia. The lyrics tell dramatically what youth of the period rejected. The Beatles' "All You Need is Love", Lennon's "Give Peace a Chance," and Scott MacKenzie's "Are You Going to San Francisco?" express the youth culture's idea of a better world.
- research and complete a spider diagram of the terms "vertical mosaic" and "cultural mosaic." Then, explain why those terms are effective in describing Canadian society in the 1950s and 1960s.
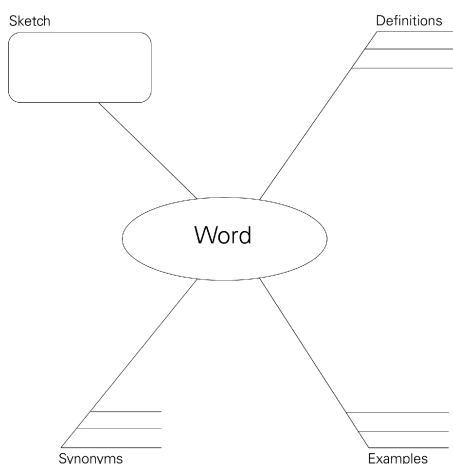
- conduct research on common attitudes toward certain groups (e.g., immigrants, Aboriginals, African Canadians, Jewish Canadians) during the 1950s and 1960s. Findings may be recorded in a chart. Then, discuss how and why attitudes have changed and to what extent the movements of this era influenced these changes.

Discrimination during the 1950s and 1960s		
Group	Type of Discrimination	Examples of Mistreatment

Decades of Change

Suggestions for Assessment

Students may, for example

- develop a music video of a song from the 50s, 60s or 70s that reflects the mindset of the era.
- create a skit of a parent-child confrontation circa 1967. Issues in contention might include length of hair, length of skirt, music, going to war, "make love not war," free love, and idealistic communes.
- review the information in their text, on the Internet, or in magazines about the 1950s and 1960s and choose one visual image, graph, or statistic that symbolizes for them the 1950s, and one that symbolizes the 1960s. Share their choice with a partner and explain their choice.
- select a key event from one of the movements for change during the 1950s and 1960s and develop a visual representation of it (e.g., a cartoon, protest poster, a T-shirt inscription). The following events may be considered: civil rights movement, Aboriginal movement, women's movement.
- make a chart outlining why the federal government introduced bilingualism and multiculturalism and list the objections to these policies.

Bilingualism and Multiculturalism		
Policy	**Why introduced?**	**What were the objections?**
Bilingualism		
Multiculturalism		

- assume they lived in Canada during the 1960s and write a letter to a local, provincial, or federal politician outlining their concerns about an injustice they see occurring in the country. They should also explain why they are concerned and make some constructive suggestions about how to improve the situation.
- write a brief essay to describe one of the movements for change during the 1960s, such as the peace movement, civil rights movement, women's movement, or Aboriginal movement. (To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric.)

Notes

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.7 analyse how globalization has affected Canada and Canadians since 1980

- define "globalization"
- examine the effects of the end of the Cold War
- examine the extent of American influence on world culture
- identify the causes of economic globalization and its effects on Canada
- predict the impact of global environmental threats on Canada's future

Suggestions for Learning and Teaching

Teacher Note: This outcome examines Canada's evolving place in the changing world of the 1980s and 1990s. The end of the Cold War saw a fundamental change in global power relationships. Canada's contribution to peacekeeping, a cornerstone of our international policy, serves as a good illustration of Canada's adaptation to the shifts in global power structures.

The teacher may have students

- participate in a "think-pair-share" co-operative learning structure to examine what "globalization" means. Each partner individually jots down what he or she thinks it means, with an example. Partners then share ideas, reach a consensus, and share a common definition and an example with the class. (To assess student participation in collaborative learning groups, refer to Appendix I.)
- participate in a learning group to brainstorm a list of examples of globalization and classify the examples into three categories—economic, cultural and environmental. In the following organizer, the brainstormed examples of globalization are placed in the central circle, and then, based on group consensus, examples are correctly distributed to the labelled section.
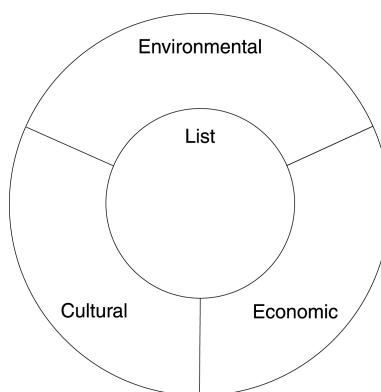
- write a brief essay to describe one of the effects of the end of the Cold War, such as reform of the political and economic system of the Soviet Union, the rejection of communism in Soviet satellite countries, or the redefined role of post Cold War UN. (To assess this writing piece, refer to Appendix J-1 for a holistic writing rubric.)
- examine a newspaper article depicting some aspect of globalization that followed the end of the Cold War (e.g., peacekeeping, free trade, activities of the WTO, American popular culture, global warming in Canada) and defend or refute conclusions drawn by the author of the article. Then, search on-line and in other sources for additional articles that support their conclusions.

Decades of Change

Suggestions for Assessment

Students may, for example

- create a classroom collage to represent examples of globalization. The collage may be expanded during the year as students progress through the course.
- write a reflective journal entry in response to something they have read, experienced, or heard in class about globalization. (Refer to Appendix G for a discussion of response journals: types of entries, cuing questions, and examples of lead-ins.)
- analyse the validity of statements about what brought an end to the Cold War. (Students can develop other statements.)

Do you know what I heard someone say?	
I heard that ...	**You know what I think about this?**
Ronald Reagan brought an end to the Cold War.	
The Soviet Union's poor economy ended the Cold War.	

- write a letter to the editor of the local newspaper voicing concerns they have about some aspect of globalization. The following checklist may be used as a self-evaluation tool.

Checklist: Writing a Letter to the Editor		
Criteria	**Yes**	**Not Yet**
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		
Have I checked my spelling, punctuation, grammar, and capitalization?		

Notes

Print Resources

- *Canadian Identity* (23927), chapter 12.
- *Canadian Identity—Teacher's Resource*, chapter 12.
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "The Economy: From Farms to Cyberspace" (ISBN—0921156839)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Canadian-American Relations" (ISBN—0921156790)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Advertising: Reflections of Culture and Values" (ISBN—0921156731)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Trade and International Relations" (ISBN—0921156758)
- Oxford *Discovery Series*, "Discovering Canada's Trading Partners" (13113)
- Oxford *Discovery Series*, "Discovering Canada" (13129)
- Oxford *Canadian Challenges Series*, "Global Links: Connecting Canada" (22882)

Decades of Change

Outcomes

In grade 8, students will be expected to

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- predict the impact of global environmental threats on Canada's future

Suggestions for Learning and Teaching

The teacher may have students

- research the North American free trade debates of the 1980s and 1990s. Create a chart of arguments for and against free trade. Decide if you would have voted for or against the agreement if you had been able to vote at the time. Then, write a brief speech trying to convince others to take your position.

North American Free Trade Agreement	
Arguments for	**Arguments against**
I would have voted *(for or against)* the agreement.	

- divide into pairs to examine whether the protest over the power of transnational companies was justified. One student may develop arguments for the protest; the other partner, arguments against it.

Was the protest justified?	
It was because ...	**It was not because ...**

- research the protest movement against globalization (e.g., the Seattle WTO meetings and the Quebec Summit protests). Identify reasons why people felt strongly enough to take to the streets in opposition to such initiatives.

Decades of Change

Suggestions for Assessment

Students may, for example

- suggest the point of view that each of the following people might have regarding free trade, and provide reasons for that view.

Point of View on Free Trade	
I am ...	My point of view is ...
a business owner hoping to expand in size and increase income through new markets	
a shareholder in a large Canadian company that has 30 percent of its business dependent on trade with California	
a shareholder in a Canadian company that will lose its tariff protection	
an unemployed person	
a farmer whose grain is sold on open world markets	
the mayor of a small town where textile factories are protected from foreign competition by a tariff	

- use the following organizer to analyse a cartoon that takes either an anti-free trade perspective or depicts protest over globalization.

Analysing a Cartoon	
Questions	Response
What symbols are used in this cartoon?	
What does each symbol represent?	
What do the words (if any) mean?	
What is the main message of the cartoon?	
Why is the cartoonist trying to get this message across?	
What is your opinion of the message?	

Notes

Print Resources

- Oxford *Canadian Challenges Series*, "World Affairs: Defining Canada's Role" (23966)
- Weigl *Canadian History* series, "Canada in the Global Age" (23964)

Video Resources

- *Us and Them: Canadian Identity and Race Relations* (23559)
- *Canada: Economy and Government* (22919)

Software

- Decisions, Decisions: The Environment (51393, 51394)

Websites

- Canadian International Development Agency (CIDA), <www.acdi-cida.gc.ca>
- Foreign Affairs and International Relations, <www.dfait-maeci.gc.ca>
- The Canadian Encyclopedia, <www.thecanadianencyclopedia.ca>

Decades of Change

Outcomes

In grade 8, students will be expected to

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- predict the impact of global environmental threats on Canada's future

Suggestions for Learning and Teaching

The teacher may have students

- conduct a survey to identify their favourite performers, musicians, actors, athletes, movies, and television series. Determine their countries of origin—Canada, United States, and other countries. What does this tell you about American influence on world cultures? Should this situation be allowed to continue? What could and would you do about it?

Culture Survey			
Favourite Performers	**Canadian**	**American**	**Other**
Musicians			

- discuss the validity of phrases like "McWorld" and "Coca-Cola Culture" which are often used to describe the globalization and Americanization of the world economy and culture.
- survey where students' clothes/household products were made. Compare the cost of each item and its country of origin to its manufacturing cost. Why are goods sold in Canada made in these other places? What are labour conditions like in those countries? Should we be supporting such labour conditions by continuing to trade with these countries? Are we contributing to the continuation of child labour and poor working and living conditions by buying certain goods?
- in a group, discuss the possible economic or cultural effects of a key issue listed below (or another choice). Show the impact in a cause-and-effect chart.

Key Issues:
- Communications technology as a force for globalization
- Privately owned media companies
- Export of American popular culture
- Rise of transnational corporations

Decades of Change

Suggestions for Assessment

Students may, for example

- write letters to the editor of a newspaper to explain their views on the export of American popular culture around the world. Each letter could be compared to one written by a classmate. (Refer to page 131 of this curriculum guide for a self-evaluation toll for writing a letter to a newspaper editor.)
- complete a chart which summarizes the pros and cons of globalization for the citizens of Canada and other countries of the world. Then, decide whether you think globalization is having a positive or a negative impact.

Globalization	
Pros	**Cons**
My conclusion on the impact of globalization ...	

- use the following self-checklist as they engage in the discussion of possible effects of globalization.

Group Discussion Self-Checklist		
Criteria	**Yes**	**Not Yet**
Speaks appropriately		
Asks a question		
Responds to a question		
Listens attentively to others		
Refers to facts and ideas		
Keeps on topic		
Shows respect for others		
Summarizes what is said		

Notes

Decades of Change

Outcomes

In grade 8, students will be expected to

8.3.7 analyse how globalization has affected Canada and Canadians since 1980

- define "globalization"
- examine the effects of the end of the Cold War
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- identify the causes of economic globalization and its effects on Canada
- predict the impact of global environmental threats on Canada's future

Suggestions for Learning and Teaching

The teacher may have students

- engage in a "fishbowl" co-operative learning structure to discuss the impacts of the North American Free Trade Agreement. The "fish" (●) will complete a discussion of an assigned key question, as the observers (○) listen and record what is being said. Then, the observers are given an opportunity to ask questions, offer refinements, and add more information in an overall class response to the key question. (To assess student participation in collaborative learning groups, refer to Appendix I.)

- research and compare views on the impact of free trade on Canada by the following: the Canadian Labour Congress, the New Democratic Party, the Progressive Conservative Party, and the Liberal Party. Then, write a summary of each viewpoint.
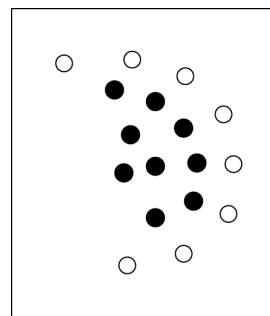
Impact of Free Trade on Canada	
Organization	**Views on Free Trade**
Canadian Labour Congress	
New Democratic Party	
Liberal Party	
Conservative Party	

- participate in a jigsaw co-operative learning structure designed to learn about globalization and its impact on Canada. Use the information to complete a concept web on "The impact of globalization on Canadian life." The main categories may include business, consumer buying, culture, entertainment. (To assess student participation in collaborative learning groups, refer to Appendix I.)

Globalization and its Impact on Canada
• The rise of transnational companies
• The creation of free trading blocks around the world
• The downsizing of Canadian companies
• Concern over a lost of culture and identity

Decades of Change

Suggestions for Assessment

Students may, for example

- chart the consequences of continued trade with a nation that ignores human rights abuses. Assess and evaluate the consequences of the various choices that may be made by government (as identified in the chart below). Then, examine their personal buying patterns, assess the consequences of their decisions, and develop a buying pattern action plan.

Consequences of Trade Choices			
Trading Partner Name (Country)	If we ignore human rights abuses and continue trading	If we stop all trade and foreign aid until human rights abuses disappear	If we continue to trade but encourage improvements in human rights areas
Who benefits in Canada?			
Who benefits in the other country?			
Who suffers in the other country?			
Will this course of action improve performance on human rights in the other country? Why or why not?			

- complete a "fish-bone" organizer to outline their understanding of the impact of globalization on Canada. They may begin by developing a title (e.g., Globalization Affects Canada), then develop main ideas (e.g., political, economic, and cultural) and provide details to support each main idea.
- work in groups to prepare a collage or storyboard using newspaper or magazine articles, photos, and any other items to present a visual impression of how globalization is affecting Canadian society today. Then make a brief presentation to the class explaining the significance of the images and information they have presented on their storyboard.

Notes

Decades of Change

Outcomes

*In grade 8, students will be expected to*

8.3.7 analyse how globalization has affected Canada and Canadians since 1980

- define "globalization"
- examine the effects of the end of the Cold War
- examine the extent of American influence on world culture
- identify the causes of economic globalization and its effects on Canada
- predict the impact of global environmental threats on Canada's future

Suggestions for Learning and Teaching

The teacher may have students

- use the following chart to examine key elements of the Kyoto Protocol.

Adopting the Kyoto Protocol: A Closer Look	
Key Idea	Notes
Impact on industry	
Effects on workers	
Long-term benefits	

- stage an environmental awareness day on a theme such as "Local Effects of Global Environmental Change," or "International Efforts to Protect the Environment" (e.g., Kyoto Accord). Invite speakers from industry and environmental groups.
- create a map or model illustrating the predicted effects of global warming and climate change on Canada over the next hundred years or so.
- conduct an interview of their parents or some other adult in the community about their thoughts on the increasing globalization of the world since the later part of the 20th century. Then, select other sources of information (e.g., a cartoon, newspaper article or editorial, speech) to see how it compares with the interviewee's thoughts on globalization.

Differences   Differences

Similarities
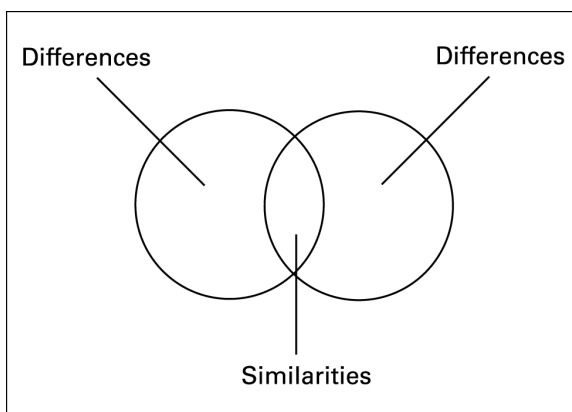
Decades of Change

Suggestions for Assessment

Students may, for example

- check the media for reports of current global environmental problems that affect Canada, and then prepare a short case study. The study should include an explanation of the problem and the reasons for it, an outline of what has or has not been done to resolve it, and suggestions for possible solutions. Topics might be resource depletion, the collapse of the fishery, acid rain, etc.
- log their energy consumption for a week and identify alternative forms of energy that would be more beneficial to the environment. Explain their choices.
- classify key conditions/features of globalization as either political, economic, or cultural. Some may fit more than one category.

Classifying Key Conditions/Features			
Condition/Feature	Political (✔)	Economic (✔)	Cultural (✔)
Rise of transnational companies			
Reorganization of Canadian companies			
Downsizing of Canadian companies			
Privately owned media companies			
Export of American culture			
More UN interventions in disputes			

Notes

Unit 4:
Citizenship

Unit 4: Citizenship

Unit Overview

Citizenship is a very important concept in social studies. In Atlantic Canada, "Citizenship" is one of the six Essential Graduation Learnings, and "Citizenship, Power, and Governance" is one of the six broad strands of social studies at all grade levels. In previous years, students have had many opportunities to develop an understanding of the concept of citizenship. In Social Studies 7, for example, students investigated the unifying concept of "empowerment," including a specific examination of "Political Empowerment."

This unit focusses on citizenship and the corresponding political identity of the peoples of Canada. The notions people hold, individually and collectively, about citizenship are a powerful expression of their beliefs about identity. The political institutions created, the systems of governance constructed, the laws passed, the rights and freedoms upheld, the responsibilities expected, as well as the evolution of all these things, are expressions of beliefs about who people are as local, national, and global citizens. In Canada, as in many other countries, such beliefs have variously served both to include and exclude peoples.

Ultimately, this unit on citizenship is designed for students to examine the political culture(s) within Canada. Understanding and analysing the political makeup of their country is important for citizens. Informed students have the capacity to become vibrant and active citizens who can shape their own identity(ies) and those of their country. True citizenship is not a docile acceptance of the status quo—it is an active and constructive participation in political life.

Unit Outcomes

In grade 8, students will be expected to

8.4.1   take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)
8.4.2   demonstrate an understanding of how citizenship has evolved over time
8.4.3   demonstrate an understanding of the structure and operation of government in Canada

Unit Processes and Skills and Emphases

Communication
- read critically
- employ active listening techniques
- present a summary report or argument

Inquiry
- frame questions or hypotheses that give clear focus to an inquiry
- recognize significant issues and perspectives in an area of inquiry
- gather, record, evaluate, and synthesize information
- draw conclusions that are supported by the evidence

Participation
- engage in a variety of learning experiences that include both independent study and collaboration
- respond to class, school, community, or national public issues

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.1 take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)

- examine the concept of citizenship
- define rights and responsibilities
- examine the criteria for becoming a Canadian citizen
- examine the United Nations Declaration of Human Rights
- demonstrate an understanding of the Charter of Rights and Freedoms
- develop a definition of responsible citizenship
- plan and carry out age-appropriate actions that demonstrate responsible citizenship

Suggestions for Learning and Teaching

The teacher may have students

- complete an "Anticipation Guide" on the concept of citizenship. They respond with "agree" or "disagree" to a series of statements about citizenship. Then, in small groups or in pairs, students discuss their responses and views. They can revise their responses following the discussion and provide reasons for any change in viewpoint. (An anticipation guide helps to generate interest in the material to be read, introduce unfamiliar vocabulary, activate prior knowledge, and/or set a purpose for reading. It is important for students to accept the different viewpoints of others and to realize that they can change their viewpoints after hearing others speak.)

Anticipation Guide: Citizenship			
Agree	**Disagree**	**Anticipation Statement**	**Reasons**
		Being a citizen of Canada is the same as being a citizen of any other country of the world.	
		Voting is the only responsibility of "good" citizens.	
		All citizens should have the same rights.	
		All citizens have the responsibility to obey the law.	
		I am thankful to be growing up as a citizen of Canada.	

- construct a spider definition to define the concept of citizenship.
- individually construct a web to illustrate the concept of citizenship. The webs can be shared in small groups and, through consensus, one developed for each group. The small group webs then can be posted to provide key points for a whole class discussion. From this discussion develop a class web that illustrates the various aspects of citizenship.
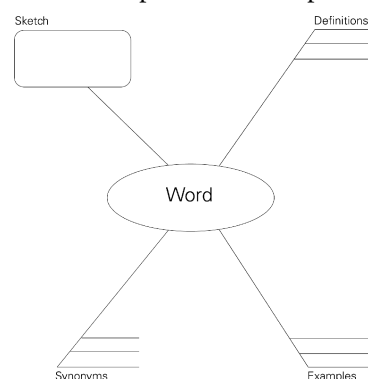
Citizenship

Suggestions for Assessment

Students may, for example

- create a class collage of ideas and symbols that represent examples of citizenship. Include images related to each of the following: culture and society, politics and law, economy and technology, and the environment. The collage could be displayed in the hall or any other prominent location. It may be expanded through the year as students continue to progress through the course.
- write a reflective journal entry in response to something they have read, experienced, or heard in class about citizenship. (Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)
- give evidence to support key statements.

Supporting Statements with Evidence	
Statement	**Evidence**
"A citizen is not a citizen because he lives in a certain place." A citizen is one who "shares in the administration of justice, and in [public] offices." — Aristotle	

- debate the following statement:
  "To me, allowing a mounted policeman to wear a turban is equivalent to allowing someone to change the words of our [national] anthem or fly our flag with a fleur-de-lis or stars and stripes in the corner." — Journalist Diane Francis

  The topic may be expressed as "Be it resolved that national symbols and practices are a part of Canadian citizenship and should remain unchanged."

  Teacher Note: (For a debate evaluation form, refer to Suggestions for Assessment, Outcome 8.3.3, page 103 of this curriculum guide.)

Notes

Print Resources

- *Canadian Identity* (23927), chapter 13.
- *Canadian Identity—Teacher's Resource*, chapter 13.
- *Take Action: A Guide to Active Citizenship* (ISBN – 0771580312)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Citizenship and Government" (ISBN—0921156774)
- *Active Reader Assessment Resource: Young Adolescents: Content Passages*, "The Charter of Rights and Freedoms" (in schools) and *Active Reader Assessment Resource: Young Adolescents: Information Cards*, "The Charter of Rights and Freedoms" (23611)
- Oxford *Canadian Challenges Series*, "Government: Participating in Canada" (22876)
- *Canadian Charter of Rights and Freedoms* (Contact: Canadian Heritage)
- *Your Guide to the Canadian Charter of Rights and Freedoms* (Contact: Canadian Heritage)

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.1 take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)

- examine the concept of citizenship
- define rights and responsibilities
- examine the criteria for becoming a Canadian citizen
- examine the United Nations Declaration of Human Rights
- demonstrate an understanding of the Charter of Rights and Freedoms
- develop a definition of responsible citizenship
- plan and carry out age-appropriate actions that demonstrate responsible citizenship

Suggestions for Learning and Teaching

The teacher may have students

- participate in a "think-pair-share" co-operative learning structure to examine what the terms "rights and responsibilities" mean. Each partner individually jots down what he or she thinks each means, with an example. Partners then share ideas. They reach a consensus and share a common definition and an example of each term with the class. (To assess student participation in collaborative groups, refer to Appendix I.)

Defining Rights and Responsibilities			
Terms	**Meaning**	**Example**	**Definition**
Rights			
Responsibilities			

- brainstorm what they feel are their rights. Create a list of each person's rights as an individual and then identify the responsibilities associated with each right.
- develop a list of the various groups to which they belong, (e.g., family, religion, school/classroom, clubs/organizations, teams, peers, cultural/ethnic, geographic—community, province, nation, world). Then, work in groups of two or three to identify and record the rights and responsibilities associated with each group. The chart below provides an example of how they might respond. (Students should recognize that being a member of a group makes an individual a citizen of that group. The discussion about the rights and responsibilities of belonging to a group should include discussion of the rights and responsibilities of Canadian citizenship.)

Group	Rights	Responsibilities
religion	right to worship, right to church services (marriage, baptism, funeral)	financial and time commitment, follows rules of church
skateboarders	freedom of assembly (hangout)	behavioural, safety
nation (Canada)	see Charter of Rights and Freedoms	responsible citizenship

Citizenship

Suggestions for Assessment

Students may, for example

- assume the role of a citizenship judge and prepare a chart to help instruct the participants of a citizenship court on the rights and responsibilities of Canadian citizenship. The chart below may serve as an example.

The Rights and Responsibilities of Citizenship	
Under the Charter of Rights and Freedoms, Canadian citizens are guaranteed the right to	As Canadian citizens, we share the responsibility to

- classify the content of newspaper clippings in terms of rights or responsibilities and give evidence to support their choices.

Classification of Newspaper Clippings		
Article Title	Right or Responsibility	Evidence to support my answer

- examine a newspaper article about rights or responsibilities (e.g., candidates in an election, eliminating discrimination and injustice) and write a letter to the editor of the local newspaper.

Checklist: Writing a Letter to the Editor		
Criteria	Yes	Not Yet
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		
Have I checked my spelling, punctuation, grammar, and capitalization?		

Notes

Video Resources

- *Our Constitution*, Government in Canada: Citizenship in Action series (V2454)
- *Mary Lee Chan: Taking on City Hall* (23539)
- *It Takes a Child: Craig Keilburger's Story* (23387)

Websites

- Citizenship and Immigration Canada, <www.cic.gc.ca>

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.1 take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)

- examine the concept of citizenship
- define rights and responsibilities
- examine the criteria for becoming a Canadian citizen
- examine the United Nations Declaration of Human Rights
- demonstrate an understanding of the Charter of Rights and Freedoms
- develop a definition of responsible citizenship
- plan and carry out age-appropriate actions that demonstrate responsible citizenship

Suggestions for Learning and Teaching

The teacher may have students

- explore Canada's Citizenship and Immigration website to learn about the current criteria for becoming a Canadian citizen. Then, complete the following chart to outline those requirements and describe how they feel about such requirements.

Becoming a Canadian Citizen	
Citizenship Criteria	**How I feel toward criteria ...**

- compare the Oath or Affirmation of Citizenship used since the 1970s and an Oath proposed in the 1990s. Draw conclusions about the proposed changes.

Comparison of Oath of Citizenship	
Oath or Affirmation of Citizenship	**Proposed Oath of Citizenship**
I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada and fulfil my duties as a Canadian citizen.	From this day forward, I pledge my loyalty and allegiance to Canada and Her Majesty Elizabeth the Second, Queen of Canada. I promise to respect our country's rights and freedoms, to uphold our democratic values, to faithfully observe our laws and fulfil my duties and obligations as a Canadian citizen.
Conclusion:	

- organize a Citizenship Reaffirmation Ceremony in your school. (A kit for conducting such a ceremony is available from Citizenship and Immigration Canada.)

Citizenship

Suggestions for Assessment

Notes

Students may, for example

- use the following checklist to design a poster about the requirements for becoming a Canadian citizen.

Poster Checklist		
Criteria	Yes	Not Yet
Identifies the requirements for becoming a Canadian citizen.		
Includes a title for the poster and two or three points to explain it.		
Considers how to show ideas in a picture (e.g., uses a drawing or picture from a magazine).		
Puts words and pictures together in the poster that will get people's attention.		

- research another country to compare its citizenship and immigration policies and practices to those of Canada. The following chart may be helpful in organizing the information.

Comparison of Citizenship and Immigration Policies		
Questions	Canada	Other Country
Who is allowed into the country?		
What requirements must they meet?		
Does the country have guaranteed rights and freedoms?		
Does it recognize the United Nations Declaration of Human Rights?		
What humanitarian policies does it have?		
How are minorities treated?		

- debate whether all citizens of the world have the right to live where they want to live. This topic may be expressed as, "Be it resolved that citizens of the world have a right to live where they want to live." Use the discussion to introduce the broader issue of universal human rights.

  Teacher Note: For a debate evaluation form, refer to Suggestions for Assessment, Outcome 8.3.3, page 103 of this curriculum guide.

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.1 take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)

- examine the concept of citizenship
- define rights and responsibilities
- examine the criteria for becoming a Canadian citizen
- examine the United Nations Declaration of Human Rights
- demonstrate an understanding of the Charter of Rights and Freedoms
- develop a definition of responsible citizenship
- plan and carry out age-appropriate actions that demonstrate responsible citizenship

Suggestions for Learning and Teaching

The teacher may have students

- search the Internet and other sources for a copy of the Universal Declaration of Human Rights. Then, after examining this declaration of rights, make a list of those that they think are the most important and explain why they think so. Share the list with a partner and compare the rights selected.
- research John Peters Humphrey and describe his role in the development of the United Nations Universal Declaration of Human Rights.
- compare the students' lists of individual rights and responsibilities to the United Nations Universal Declaration of Human Rights. Check how many rights are common.
- complete a **K-W-L-H** chart about the Canadian Charter of Rights and Freedoms or some aspect of the Charter, such as democratic rights, mobility rights, or legal rights.

K-W-L-H Chart about the (*identify the topic*)			
What we know already	**What we want to know**	**What we learned**	**How can we learn more**

- participate in a jigsaw co-operative learning structure designed to have them learn about the Charter of Rights and Freedoms and its impact on Canada. Use the information to complete a concept web on "The impact of the Charter on Canadian life." The main categories may include fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, official languages of Canada, minority language education rights, enforcement, Aboriginal rights, application of the Charter.
- develop a list of the various rights and freedoms and complete a ranking exercise to identify which ones students value the most. Then, collate the results to see which are most important to the group. Discuss the differences.
- work in small groups to examine each of the fundamental rights and freedoms listed in the Canadian Charter of Rights and Freedoms. Then, make a list of what they consider to be the most important of these rights and freedoms. Explain why you think these rights are so important. Why has the Charter been such a powerful force of change?

Citizenship

| **Suggestions for Assessment** | **Notes** |

Students may, for example

- summaries eight of the articles in the Universal Declaration of Human Rights and provide an example of how and where (community, province, country) it is being followed or not followed.

The Universal Declaration of Human Rights	
Everyone has the right to ...	How and where it is being followed or not followed ...

- work with a partner to draw or select from magazines, pictures showing at least eight of the rights in the United Nations Declaration of Human Rights. Then, explain why each right is important to people in the world.
- consider the situation in the table below and identify which of the Canadian Rights and Freedoms applies in each case.

Charter of Rights and Freedoms	
Situation	**Rights and Freedoms that Apply**
A Canadian family decides to take a trip to Europe, knowing that they can leave and return to Canada freely.	
A physically challenged person takes a restaurant owner to court because he refused to serve her.	
A family moves into a community and the parents ask the school board to educate their children in French.	
After waiting more than a year for a trial date, a Canadian court excuses a citizen charged with theft.	

- classify the content of newspaper clippings in terms of rights (e.g., democratic rights, legal rights, equality rights, official language rights, mobility rights) and give evidence to suggest your choice.

Article	**Kind of Right**	**Evidence to support my answer ...**

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.1 take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)

- examine the concept of citizenship
- define rights and responsibilities
- examine the criteria for becoming a Canadian citizen
- examine the United Nations Declaration of Human Rights
- demonstrate an understanding of the Charter of Rights and Freedoms
- develop a definition of responsible citizenship
- plan and carry out age-appropriate actions that demonstrate responsible citizenship

Suggestions for Learning and Teaching

The teacher may have students

- develop a class activity to help them understand the term "Responsible Citizenship." Ask them to suggest words that they associate with each term and write them inside the appropriate box—for example, responsible (answerable, accountable, duty or trust, obligation), and citizenship (resident of a country, rights, freedoms). Then, transfer all words into a larger square labelled "Responsible Citizenship"; working in pairs or triads, develop a definition of "Responsible Citizenship" using the words in the larger square.

- plan, organize, and conduct an interview with someone they feel is a model active, responsible citizen. The following organizer may be used as a guide.

Preparing Questions for an Interview	
Type of Question	**Examples I Would Use**
Factual: Who ... ? What ... ? When ... ? Where ... ?	
Relational: Why ... ? How ... ? How differently ... ? How alike ... ?	
Opinion: Do you think that ... ? What would have happened if ... ?	

- create a "Manifesto of Responsible Citizenship." Students in small groups or individually can produce a document similar to the Charter of Rights and Freedoms in which they outline the characteristics of a responsible citizen in Canadian society. This could be personal, classroom, school, or community-based, and could include lists or a series of statements. The presentation copy of this manifesto might include symbols of citizenship and the nation.
- create a realistic personal action plan based on the "Manifesto of Responsible Citizenship" by identifying ways they can help their classroom, school, home, or community. They could create presentations, videos, or work with local media to record actions taken to carry out their plan.

Citizenship

Suggestions for Assessment	Notes

Suggestions for Assessment

Students may, for example

- read short accounts in newspapers and other media of individuals who demonstrate responsible citizenship. Complete the following chart to identify what they did. Students may select from examples listed at the bottom of the chart and/or identify new ones.

Responsible Citizenship	
Individual	**Actions**
Sample Actions:	

- create a class collage to represent examples of responsible citizenship. The collage may be expanded through the year as students continue to progress through the course. The collage could be displayed in the hall or any other prominent location.
- assume they have been asked by the community to form a committee to address a global problem of their choosing. Design a course of action to solve the problem, including a set of recommendations, and present the plan to the appropriate board of the United Nations. The checklist below can be used to guide the activities.

Checklist For Solving a Problem		
Criteria	**Yes**	**No**
Have you clearly described the problem, issue, or inquiry?		
Have you identified gaps in information needed to solve the problem or address the issue?		
Are you aware of different points of view or possible opposition to the proposed solution or course of action?		
Have you included enough detail to put the plan into action?		
Have you described the benefits of your course of action, i.e., provided the reasons why the course of action should be followed ?		

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.2 demonstrate an understanding of how citizenship has evolved over time

- examine factors in ancient, medieval, and early modern times that influenced our modern democratic concept of citizenship
- describe how the history of Canada has shaped our concept of citizenship
- examine the role and responsibility of the citizen in supporting the rule of law
- identify current global events and the impact they may have on views of citizenship

Suggestions for Learning and Teaching

Teacher Note: Involvement in the decision-making process is central to the modern concept of citizenship. It is important for students to realize that people have not always had this opportunity. This outcome begins with having students research various periods in history to examine the involvement of citizens in the decision-making process, and the factors that brought about change.

The teacher may have students

- research the development of the concept of citizenship by completing the chart below. Students can work in small groups with each group finding data necessary to complete a row in the chart. Ultimately, the class can generate a master chart for reference and discussion (see notes 1 and 2).

Citizenship				
Time Period and Location	**Who controlled decision making?**	**What power did ordinary citizens have?**	**What was the catalyst for change?**	**What were the results?**
Ancient • Mesopotamia • Athens • Rome			Code of laws Democracy Republic	
Medieval • Constantinople • England			Justinian Code Magna Carta	
Early Modern • England • United States • France			Glorious Revolution Bill of Rights Parliament Revolution Bill of Rights Rights of man and citizen	

- create a time line to show the evolution of citizenship through time. Entries might include information on ancient civilizations in Greece, Rome, Britain, France, and United States.

Citizenship

Suggestions for Assessment

Students may, for example

- develop a bulletin board display showing evidence of earlier influence on Canada's modern democratic concept of citizenship. The evidence displayed could include information on ancient, medieval, and modern times.
- make an organizer to compare the Canadian and Athenian systems of democracy. The following organizer may be used.

Athenian and Canadian System of Democracy			
Criteria for Comparison	**Athenian System**	**Canadian System**	**Which Works Better? Why?**
Who qualifies as citizens?			
Who can elect representatives?			
Who can vote about laws?			
How many levels of government are there?			
How are court cases decided?			
How are unpopular leaders dealt with?			

- imagine that they are one of the following individuals: ancient Mesopotamian, ancient Athenian, ancient Roman, citizen of 13th Century England, citizen of 17th Century England, citizen of 18th Century America and France, Loyalist of Nova Scotia or New Brunswick, British North American in the 1830s, First Nations person in the 1870s or today, or woman in Canada in the 1920s. They believe that more people should help decide how the government is run. Write a persuasive paragraph designed to make others agree with their point of view.

Organizing Structure for an Inquiry Paragraph
Beginning Write a thesis statement to make a claim or take a position on something.
Middle Evidence is presented to support the thesis. Evidence counter to the thesis is refuted. Examples related to the evidence are used where appropriate. Evidence and supporting examples are logically arranged to point toward a conclusion.
End The original thesis and its significance is affirmed. Or, the original thesis is revised in light of the evidence.

Notes

Print Resources

- *Canadian Identity* (23927), chapter 14.
- *Canadian Identity—Teacher's Resource*, chapter 14.
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Citizenship and Government" (ISBN—0921156774)
- Oxford *Canadian Challenges Series*, "Government: Participating in Canada" (22876)

Video Resources

- *Mary Lee Chan: Taking on City Hall* (23539)

Websites

- Citizenship and Immigration Canada,<www.cic.gc.ca>
- Canadian Broadcasting Corporation (CBC), *Voting in Canada: How a Privilege Became a Right* <www.archives.cbc.ca>
- Canadian Museum of Civilization, *A History of the Vote in Canada* <www.civilization.ca>

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.2 demonstrate an understanding of how citizenship has evolved over time

- examine factors in ancient, medieval, and early modern times that influenced our modern democratic concept of citizenship
- describe how the history of Canada has shaped our concept of citizenship
- examine the role and responsibility of the citizen in supporting the rule of law
- identify current global events and the impact they may have on views of citizenship

Suggestions for Learning and Teaching

Teacher Note: As modern Canadian citizens we take part in the decision-making process through elections and other actions as responsible citizens. As students will have discovered in the grade 7 social studies course, this has not always been the case. Since Colonial times we have evolved into one of the most democratic nations in the world. The following activity allows us to chart/identify key factors/events that have shaped, and are shaping, our concept of citizenship.

The teacher may have students
- research the identified Canadian events and complete the following chart. Students can work in small groups, with each group finding data necessary to complete a row in the chart. Ultimately, the class can generate a master chart for reference and discuss how each event affected the idea of citizenship.

Identify the Event and Time Period	Time	What happened?	Who were the key players?	What was the impact?
Quebec Act				
American Revolution/ Loyalists				
Struggle for responsible government				
BNA Act	1867			
Indian Act				
Immigration Policy	1800s			
Alien Act WWII				
Persons Act, 1929				
Japanese Internment				
Official Languages Act	1969			
Bill 101 (Quebec)				
Constitution Act/Charter	1982			
Marshall decision (Aboriginal treaty/ fishing rights), Supreme Court of Canada	1999			

- work in groups to create a time line based on the major historical events researched . Each group can use appropriate symbols on the time line to graphically illustrate their contribution on how the events affected views of citizenship. They should use a variety of media.

Citizenship

Suggestions for Assessment

Students may, for example

- assume the role of Prime Minister and write a statement that could have been used to announce **one** of the following milestones in the evolution of Canadian citizenship: Official Languages Act (1969), Multiculturalism Policy (1971), Advisory Council on the Status of Women (1973), Office of Native Land Claims (1974), Constitution Act and Charter of Rights and Freedoms (1982).
- compare the status of Canadian citizenship before and after the Citizenship Act of 1947.

Citizenship Act of 1947	
Before 1947	**After 1947**

- investigate and report on the Canadian Bill of Rights (1960), including information on its origins, main freedoms and rights, limitations, use, and impact on identity.
- debate whether everyone should be allowed to vote in Canada. The topic may be expressed as, "Be it resolved that all Canadian citizens should qualify for voting." Each side should present its arguments noting specific reasons and examples to support their position. (For a debate evaluation form, refer to Suggestions for Assessment, Outcome 8.3.3, page 103 of this curriculum guide.)
- use the following organizer to research and write a biography of a key figure in history who had a significant role in shaping our concept of citizenship. Some individuals include Nellie McClung, John Diefenbaker, and Pierre Trudeau.

Checklist for Writing a Biography
Who is this person?
What qualities did the person have?
What examples prove these qualities?
Describe events that changed this person.
What kinds of risks did this person take?
How was this person important to other people?
What have I learned from this individual about how to be a better person?

Notes

Citizenship

Outcomes

In grade 8, students will be expected to

8. 4.2 demonstrate an understanding of how citizenship has evolved over time

- examine factors in ancient, medieval and early modern times that influenced our modern democratic concept of citizenship
- describe how the history of Canada has shaped our concept of citizenship
- examine the role and responsibility of the citizen in supporting the rule of law
- identify current global events and the impact they may have on views of citizenship

Suggestions for Learning and Teaching

Teacher Note: To become informed responsible citizens, students need to become aware of the impact current events are having on citizenship. For example, because of civil conflicts there are more and more refugees trying to move into new countries. Such events are having an impact on views of citizenship.

The teacher may have students

- conduct research to find out about the role and responsibility of the citizen in supporting the rule of law. Prepare an oral presentation for "broadcast" on local radio. (To assess the student's oral presentation, refer to Appendix J-4 for a holistic speaking rubric.)
- survey media to identify events and issues that are influencing our views about citizenship. This might include issues about governance, power, decision making, conflict resolution, individual vs. collective rights and freedoms, global vs. national citizenship, or personal empowerment. Have students share their findings and discuss the issues raised.
- create and participate in an activity such as a skit, debate, tableau, or role-play that explains a significant contemporary event or issue related to citizenship.

Citizenship

Suggestions for Assessment

Students may, for example
- write a paragraph to describe how citizens can support the rule of law in their community, province, and country. They may include reference to support such initiatives as freedom of information legislation, public legal information programs, and community-police relations programs. As well, they might mention the role of citizens in speaking out against injustice and disadvantaged groups, serving on a jury, and monitoring the effectiveness of the legal system.
- use the following checklist to write letters to the editor of a newspaper to express their views about global events and their impact on views of citizenship (e.g., dual citizenship which enables Canadians to participate in voting in other countries, or freedom of religion as part of citizenship in a democratic country.

Checklist: Writing a Letter to the Editor		
Criteria	**Yes**	**Not Yet**
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		

- write a brief paragraph to assess the impact of **one** of the following events on views of citizenship in Canada: terrorist attack on New York's World Trade Center, child soldiers in South Asian countries, deportation of illegal immigrants, or humanitarian and military support for Afghanistan.

Organizing Structure for an Inquiry Paragraph
Beginning Write a thesis statement to make a claim or take a position on something.
Middle Evidence is presented to support the thesis. Evidence counter to the thesis is refuted. Examples related to the evidence are used where appropriate. Evidence and supporting examples are logically arranged to point toward a conclusion.
End The original thesis and its significance is affirmed. Or, the original thesis is revised in light of the evidence.

Notes

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.3 demonstrate an understanding of the structure and operation of government in Canada under a federal system

- describe the operation and responsibilities of government at the municipal, provincial, and federal levels
- demonstrate an understanding of the relationship between the provincial/territorial and federal governments and account for provincial/territorial and regional variations in this relationship
- examine the roles and responsibilities of executive, legislative, and judicial branches of government
- examine the processes leading to the formation and dissolution of government

## Suggestions for Learning and Teaching

Teacher Note: One of the duties of being a responsible Canadian citizen is to be informed about the democratic decision making process. Canada has evolved from colony to nation over the last century while still essentially maintaining the British parliamentary model. This outcome is designed to explore the structure and operation of the federal system.

The teacher may have students

- participate in a "jigsaw" co-operative learning structure. In each home group, each student agrees to become an "expert" on one of the levels of government, i.e., municipal, provincial or territorial, or federal. After researching, reading, and discussing the level of government with the same expert from the other home groups, he or she shares his or her expertise with other members of the home group. (Aboriginal self-government could be included in this activity. To assess student participation in co-operative learning groups, refer to Appendix I.)
- engage in a "4-Corners" cooperative learning strategy. Each student may select a level of government that interests him or her, i.e., federal, provincial/territorial or municipal. They then go to a corner labelled with the name of the level of government. (Use two corners for the level of government with the most student interest.) Students form pairs and discuss something interesting about the level of government that led them to make the selection they did. They may also visit another area to find out why their peers made the choices they did. Randomly select students to report to the class.

Four-Corners Activity

- use information in the phone book and Internet sources to create an organizer showing the services by the three levels of government in Canada. Draw conclusions about the general duties of each government.
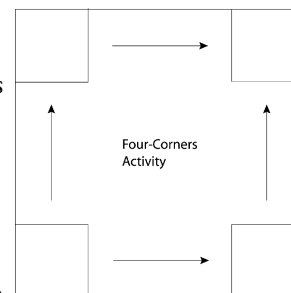
Government Services (Responsibilities)		
Federal	**Provincial/ Territorial**	**Municipal**
Conclusion:		

- identify at least one power that they would change from federal to provincial/territorial or local control, or vice versa, and explain why.

Citizenship

Suggestions for Assessment

Students may, for example

- create a web diagram to show the structure of the federal government in Canada. Then, write a brief note to explain the purpose and function of each part of the government. Also, include where they think the base of the power is in this government structure. Alternatively, they could review a visual representation of either the federal or a provincial/territorial government and identify its main components.
- make a class display, collage, or wall mural which shows the various responsibilities and powers of each level of government (e.g., for the federal government—a symbol of the nation and symbols representing the powers of the federal government, such as defence, and revenue. Students can be encouraged to design their own symbols but can use clip art and links to Internet for examples from which they can design their own.
- work in pairs and decide which level of government (municipal, provincial/territorial, or federal) would have the power to help them solve each of the following problems or concerns. (Hint: the phone book may help.)

Government Services			
Problem/Concern	**F**	**P/T**	**M**
Increase in fishing quota			
Wish to join the military			
Concern about the bad taste of drinking water			
Dispute over property line			
Concern about school curriculum, e.g., not being able to study German in your school			
Garbage not collected			
Inquiry about employment insurance			
Complaint about highway safety			
Lost dog			
Inquire about a relative immigrating to Canada			
Lost passport			
Child tax credit cheque not correct			
Need a big game hunting licence			

Notes

Print Resources

- *Canadian Identity* (23927), chapter 15.
- *Canadian Identity—Teacher's Resource*, chapter 15.
- *Who Runs This Country Anyway* (ISBN—0439957303)
- Oxford *Discovery Series*, "Discovering Canada's Government" (13112)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Citizenship and Government" (ISBN—0921156774)
- Oxford *Discovery Series,* "Discovering Canada" (13129)
- *A Citizen's Guide to Government* (22885)
- Oxford *Canadian Challenges Series*, "Government: Participating in Canada" (22876)
- *Canada's Prime Ministers, Governors General, and Fathers of Confederation* (23116)
- *Canada Votes: How We Elect Our Government* (ISBN—1553370090)

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.3 demonstrate an understanding of the structure and operation of government in Canada under a federal system

- describe the operation and responsibilities of government at the municipal, provincial/territorial, and federal levels
- demonstrate an understanding of the relationship between the provincial/territorial and federal governments and account for provincial and regional variations in this relationship
- examine the roles and responsibilities of executive, legislative, and judicial branches of government
- examine the processes leading to the formation and dissolution of government

Suggestions for Learning and Teaching

Teacher Note: Provinces have the most expensive responsibilities (e.g., education, health care, roads, and social assistance), yet the weakest taxing powers. Because the cost of such responsibilities has increased dramatically since 1867, provinces are increasingly burdened with these costs. Consequently, the financial relationship between the levels of government has become increasingly important.

The teacher may have students
- individually or in small groups, choose a province or territory and gather data on the cost of living there. Once the data is collected, students discuss and analyse their findings for that province and share the results using graphs and charts. They can discuss the variations among the provinces and territories and the use of transfer payments as a means to make up for these disparities. Sample research questions might include those in the following organizer.

Cost of Living in Province/Territory	
Questions	Cost
What is the provincial income tax rate?	
What is the provincial sales tax?	
What is the minimum wage?	
What is the unemployment rate?	
How much do specific items cost (e.g., housing, gas, car, hamburger)?	

- brainstorm and make a list of the factors that influence the differing relationships between various provinces and territories and the federal government (e.g., culture, language, geography, finances). Then, discuss the various provincial/territorial and regional differences between the two levels of government.
- create a chart to compare the three levels of government in terms of their elected officials, along with variations, and some responsibilities.

Canadian Governments		
Levels	Elected Officials	Responsibilities
Federal		
Provincial/Territorial		
Municipal (local)		

- organize a federal/provincial/territorial conference where students represent the federal government and each of the provincial and territorial governments to debate federal-provincial/territorial issues. Students would argue from various provincial and territorial perspectives to try and convince the federal government to allocate more tax dollars to them.

Citizenship

Suggestions for Assessment

Students may, for example

- assume the role of a provincial or territorial government official and present arguments for and against each of the following scenarios. The following chart may serve as a useful organizer.

Provincial/Territorial-Federal Relationships			
Provincial/ Territorial	**Scenarios**	**For**	**Against**
NL/NS	Federal support for offshore oil and gas exploration and development		
NS	Federal research grants to update mining technologies		
NB	Acadians' continued federal support for official bilingualism		
PEI	Federal dollars for the upkeep of Confederation Bridge		
ON/QC	Federal dollars for the upkeep of the St. Lawrence Seaway		
ON	Federal dollars to clean up the Great Lakes		
NU	Federal dollars for radio and television programming in native languages		
AB/SK	Federal subsidies for wheat farmers because of bad weather		
BC	National environmental regulations to protect virgin forests		
ALL	Protection of minorities' rights through federal laws; subsidies for post-secondary education; support for health care; federal transfer payments to support Trans-Canada Highway		

- examine a newspaper article about activities between the provincial and federal governments, (e.g., federal spending in the province/territory, federal cost sharing projects, taxation issues) and write a letter to the editor of the local newspaper. (See page 91 for checklist that may be used as a self-evaluation tool and/or used by the teacher to assess the quality of the student work.)

Notes

Video Resources

- *Local and Provincial Governments*, Government in Canada: Citizenship in Action series (V2454)
- *Democracy at Work*, Government in Canada: Citizenship in Action series (V2454)
- *Our Constitution*, Government in Canada: Citizenship in Action series (V2454)
- *Our National Parliament*, Government in Canada: Citizenship in Action series (V2454)
- *Canadian and American Governments: A Contrast* (22620)
- *Canada: Economy and Government* (22919)
- *The Constitutional and Parliamentary Offices* (22622)
- *Electoral Process: Making Your Mark* (22623)
- *How Parliament Works* (22619)
- *Parliament in Action* (22624)
- *Passage of a Bill* (22624)
- *Understanding Canadian Government* (23552)
- *Historica Minutes*

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.3 demonstrate an understanding of the structure and operation of government in Canada under a federal system

- describe the operation and responsibilities of government at the municipal, provincial/territorial, and federal levels
- demonstrate an understanding of the relationship between the provincial/territorial and federal governments and account for provincial and regional variations in this relationship
- examine the roles and responsibilities of executive, legislative, and judicial branches of government
- examine the processes leading to the formation and dissolution of government

Suggestions for Learning and Teaching

The teacher may have students
- participate in a "jigsaw" co-operative learning structure. In each home group, each student agrees to become an "expert" on one of the branches of government, i.e., executive, legislative, or judicial. After researching, reading, and discussing the branch of government with the same expert from the other home groups, he or she shares his or her expertise with other members of the home group. (Aboriginal self-government could be included. To assess student participation in co-operative learning groups, refer to Appendix I.)
- assume the role of an individual who has membership in one or more of the three branches of government. Roles would include the following: Prime Minister (1 card); Minister of Defence, Finance, etc. (1 card per Ministry); Backbencher (many cards - by name?); Speaker of the House (1 card); Speaker of the Senate (1 card); Senators (many cards); Member of Parliament (many cards - by name?); Justice of the Supreme Court (up to 9 cards); Party Whip (1 card per party); House Leader (1 card per party); Leader of the Official Opposition (1 card); and Governor-General (1 card). Then, each student representing the branch to which the person on his or her card belongs, moves to the area of the room previously designated as either executive, legislative, or judiciary branch of government. (It will quickly become clear that students with cards for the Prime Minister and Cabinet Ministers have to be in two places at once as they are in both the legislative and executive branch.) Within their branches, students arrange themselves hierarchically in the order they believe the government is structured. They then discuss any changes that need to be made and why.
- or carry out the previous activity for the provincial/territorial level of government using the following roles: Premier (1 card); Minister of Finance, Education, etc. (1 card per Ministry); Lieutenant-Governor (1 card); MLA, MNA, MPP, MHA, etc. (many cards - by name?); Provincial Court Judge (several cards—varies by province/territory); Superior Court Judge, e.g., Judge of the Court of Queen's Bench (several cards—fewer than Provincial Court Judges); Party Whip (1 card per party); House Leader (1 card per party); and Leader of the Official Opposition (1 card).
- assume the role of a newspaper reporter assigned to interview a key figure in one of the branches of government and prepare a list of questions that they would ask that person.

Preparing Questions for an Interview	
Type of Question	**Examples I Would**
Factual: Who ... ? What ... ? When ... ? Where ... ?	
Relational: Why ... ? How ... ? How differently ... ? How alike ... ?	
Opinion: Do you think that ... ? What would have happened if ... ?	

Citizenship

Suggestions for Assessment

Students may, for example

- collect two articles that feature a person in government. Students are to find out the name of branch of government represented, his or her role in government, and why he or she is in the news.
- prepare an organizer to summarize the membership of each level of government by branch. Then, use this information to create a bulletin board display showing the membership and structure of the three branches of government.

Levels and Branches of Government			
Branch	**Federal**	**Provincial/ Territorial**	**Municipal**
Executive	Governor General Prime Minister Cabinet Public Service	Lieut. Governor Premier Cabinet Public Service	Mayor Civic Workers
Legislative	House of Commons Senate	Legislature	Council
Judicial	Supreme Court of Canada	Provincial Courts	

- complete an organizer to match the branches of government and their membership with their respective functions. The chart below, along with some examples, may be helpful.

Branches of Government, Membership and Function	
Branch/ Membership	**Function**
Executive Branch	Carries out the nation's laws
Legislative Branch	Makes the nation's laws
Judicial Branch	Interprets the nation's laws
Governor-General	Fulfills the role of head of state; carries out the Monarch's responsibilities
Prime Minister	Head of Party (or coalition of parties) with the most members in the House of Commons
Cabinet	Suggest federal laws

Notes

Websites

- Elections Canada, <www.electionscanada.ca>
- Parliament of Canada, <www.parl.gc.ca>
- Canadian Broadcasting Corporation (CBC), *Voting in Canada: How a Privilege Became a Right* <www.archives.cbc.ca>
- Canadian Museum of Civilization, *A History of the Vote in Canada* <www.civilization.ca>

Citizenship

Outcomes

In grade 8, students will be expected to

8.4.3 demonstrate an understanding of the structure and operation of government in Canada under a federal system

- describe the operation and responsibilities of government at the municipal, provincial/territorial, and federal levels
- demonstrate an understanding of the relationship between the provincial/territorial and federal governments and account for provincial and regional variations in this relationship
- examine the roles and responsibilities of executive, legislative, and judicial branches of government
- examine the processes leading to the formation and dissolution of government

Suggestions for Learning and Teaching

The teacher may have students

- investigate and report on the two conditions under which dissolution of federal and provincial/territorial governments takes place.
- construct a flow chart to illustrate the sequence of events that leads to the formation of governments. Include the following: (a) candidates for the various political parties are selected for each electoral district; (b) candidates campaign for their election; (c) people vote for candidate of choice; (d) political party with the most elected representatives becomes the governing party; (e) leader of governing party becomes the Prime Minister; and (f) Prime Minister chooses the cabinet who runs government departments.

Sequence Chart
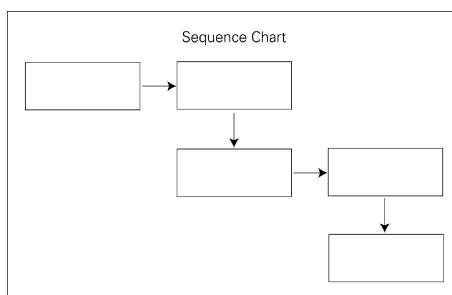
- stage a mock election or run the student council elections following Elections Canada rules.
- design a presentation format (e.g., a poster, TV ad, or newspaper ad) to convince someone to vote who does not intend to.
- work in a group to design and conduct a survey to find out what people their age know about the Federal Government of Canada. Some questions to include are:
  1. Who is the Prime Minister?
  2. What political party does the Prime Minister belong to?
  3. What other political parties are represented in Ottawa right now?
  4. Who is the MP representing your community?
- assume the role of an Elections Canada worker who has been given the task of examining whether or not people should be forced to vote on election day.

Should People be Forced to Vote on Election Day?	
Pro	Con
I will (*give your decision*) because (*give reasons for your decision*).	

Citizenship

Suggestions for Assessment

Students may, for example

- write paragraphs in which they describe either the process for formation of governments or the conditions for dissolution of governments.
- analyse cartoons about key political players who are trying to get elected and are in hope of forming the government. The following organizer may be used.

Analysing a Cartoon	
Questions	**Response**
What symbols are used in this cartoon?	
What does each symbol represent?	
What do the words (if any) mean?	
What is the main message of the cartoon?	
Why is the cartoonist trying to get this message across?	
What is your opinion of the message?	

- complete the following chart to record their analysis of posters designed to motivate people to vote.

Analysing a Propaganda Poster	
Task	**Notes**
Study the poster and note all of the images, colours, dates, characters, references to places, and so on.	
Describe the idea that the information seems to point to.	
Compare your idea to what several of your classmates have.	
Write a sentence to state the central purpose of the poster.	
Do you think the poster would have been an effective one? Explain.	

- set up a formal debate to address the following topic: "Be it resolved that the voting age should be lowered from 18 to 16."

Teacher Note: For a debate evaluation form, refer to Suggestions for Assessment, Outcome 8.3.3, page 103 of this curriculum guide.

Notes

Unit 5:
Challenges and Opportunities

Unit 5: Challenges and Opportunities

Unit Overview

In this unit, students explore some of the complex environmental, political, social, and economic issues facing contemporary Canada. The unit focuses on both the present and the future as it examines both the challenges and the opportunities fostered by such issues. Understandings from previous units in geography, history, sociology, and political science are important in helping to understand the issues of today and tomorrow. The discipline of economics will serve as an additional analytical tool. Ultimately, students will theorize how responses to the challenges and opportunities facing Canada might affect the evolution of Canadian identity(ies).

Canada's demographic makeup portends an aging population wherein fewer working taxpayers will be supporting a greater number of retired people—with, theoretically, more expensive medical needs. While there is no one solution to this challenge, hopefully students will see that increasing taxation and/or decreasing spending on medical care are possible approaches. They might also explore the effect that changes to Canada's immigration policy might have on this issue. Canada's future choices around resource use and the evolution of its trading relationships with the United States and the rest of the world also present both challenges and opportunities. How Canada responds to the needs of First Nations, Inuit, and Métis, how it deals with separation movements, and how it addresses regional aspirations are other important issues still to be resolved.

How Canada meets these challenges and opportunities will certainly determine the future evolution of Canadian identity(ies). By examining the past and present, and by analysing current trends and projecting them into the future, students can assess the possibilities for Canada and its peoples. Ideally, students will also be able to articulate their preferences for the evolution of their country and its identity(ies).

Unit Outcomes

In grade 8, students will be expected to

8.5.1   identify and analyse the economic challenges and opportunities that may affect Canada's future

8.5.2   analyse the political challenges and opportunities that may affect Canada's future

8.5.3   analyse the social and cultural challenges and opportunities that may affect Canada's future

Unit Processes and Skills Emphases

Communication
- read critically
- employ active listening techniques
- express and support a point of view

Inquiry
- frame questions or hypotheses that give clear focus to an inquiry
- recognize significant issues and perspectives in an area of inquiry
- gather, record, evaluate, and synthesize information
- draw conclusions that are supported by the evidence

Participation
- function in a variety of groupings, using collaborative and co-operative skills and strategies
- respond to class, school, community, or national public issues

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.1 identify and analyse the economic challenges and opportunities that may affect Canada's future
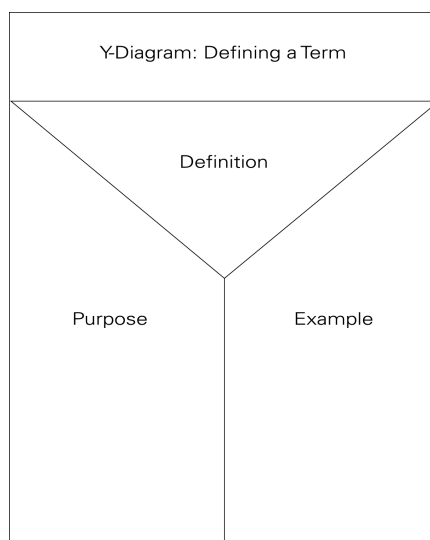
- analyse Canada's changing demographics *and their possible effects*
- examine the effects of resource depletion and sustainability in the sectors of energy, water, mining, forestry, farming, and fishing
- analyse and evaluate Canada's changing economic relationship with the United States

Suggestions for Learning and Teaching

Teacher Note: Changing population characteristics will create both challenges and opportunities for Canada in the near future. An ageing population will put pressure on pensions and health care but also stimulate economic growth as entertainment and leisure industries compete to serve one of the largest and most affluent generations of Canadians. At the same time, an ageing population means a declining birth rate and calls into question the ability of Canada's population to sustain itself.

The teacher may have students

- draw a continuous line graph to represent trends in Canada's growth in population from 1911 to 2001. Draw a dotted line to show a projected trend out to 2021.
- draw a continuous line graph to represent trends in Canada's birth rate from 1911 to 2001. On the same graph, draw a continuous line graph to represent Canada's death rate post-1920.
- construct three population pyramids to show the population structures for 1921, 1961, and 2001.
- complete a Y-diagram to examine the concept of dependency load.

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┌─────────────────────────────────────┐
│       Y-Diagram: Defining a Term     │
├─────────────────────────────────────┤
│  \                               /   │
│    \          Definition       /     │
│      \                       /       │
│        \                   /         │
│          \               /           │
│            \           /             │
│              \       /               │
│                \   /                 │
│   Purpose        │       Example     │
│                  │                   │
│                  │                   │
│                  │                   │
└─────────────────────────────────────┘
```

- calculate the dependency load for each of the years 1921, 1961, and 2001.

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- complete the following chart to analyse trends in Canada's population from 1911 to 2001, projected to 2021. (Instruct students to use their findings about trends in population growth, birth rates, and death rates.)

Trends in Canada's Population Growth	
Question	**Response**
During what periods did Canada's population experience rapid growth?	
During what periods did Canada's population experience slow growth?	
What trend will Canada's population likely show in the future?	
How can these trends be explained?	

- complete the following chart to analyse trends and projections in Canada's population structures for the years 1921, 1961, and 2001.

Trends in Canada's Population Structures	
Question	**Response**
Which pyramid reflects the most youthful population?	
Which pyramid reflects an aging population?	
What effect would a large number of immigrants have on the shape of the population pyramid for 2001?	
What changes in Canada's population is reflected in the three population pyramids?	

- write a sentence to describe trend shown by the dependency load ratios for each of the years 1921, 1961, and 2001.

Notes

- *Canadian Identity* (23927), chapter 16.
- *Canadian Identity—Teacher's Resource*, chapter 16.
- *Risk Takers and Innovators*, Amazing Stories series (ISBN—1551539748)
- *Great Maritime Achievers in Science and Technology* (ISBN—0864923805)
- *Canada Invents* (ISBN – 1894379233)
- *Great Maritime Inventions, 1833-1950* (ISBN—0864923244)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "The Economy: From Farms to Cyberspace" (ISBN—0921156839)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Canadian-American Relations" (ISBN—0921156790)
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Trade and International Relations" (ISBN—0921156758)
- Oxford *Discovery Series*, "Discovering Canada's Trading Partners" (13113)
- Oxford *Discovery Series*, "Discovering Canada" (13129)

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.1 identify and analyse the economic challenges and opportunities that may affect Canada's future

- analyse Canada's changing demographics and their possible effects
- examine the effects of resource depletion and sustainability in the sectors of energy, water, mining, forestry, farming, and fishing
- analyse and evaluate Canada's changing economic relationship with the United States

Suggestions for Learning and Teaching

The teacher may have students

- use the following chart to describe how services needed for age group 70+ compares with services needed for age group 20-29.

Comparison of Services Needs of Age Groups 70+ and Age Group 20–29		
Age Group 20–29	**Services Needed**	**Age Group 70+**
	Housing	
	Health	
	Recreation	
	Education	
It is important for social and economic planners to have information about population structures because ...		

- ask students to use the following organizer to project possible impacts of changing population demographics.

Impact of Changing Demographics	
Changing demographics will affect ...	**... in this way**
school size and location	
health services	
recreational facilities	
employment opportunities	

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- assume the role of a mayor who wishes to attract retirees to her town. She wishes to help retirees elsewhere in Canada understand why they should consider her town as a place to retire. Design a web site for this purpose.
- use an issues-analysis model to examine a variety of views that are expressed about an ageing population featured in a case study and/or newspaper article. (It is important for students to be able to arrive at a number of strategies that may be proposed for dealing with this challenge.) The following organizer may be used.

Examining an Issue: (*Identify the issue you are examining*)
What is the main issue?
What positions are the key player(s) taking on the issue?
What arguments were used by one side to support their position?
What arguments were used by the opposing side to support their position?
What beliefs or values were at odds in this issue?
What should be done on this issue?

Notes

Print Resources

- Oxford *Canadian Challenges Series*, "Global Links: Connecting Canada" (22882)
- Oxford *Canadian Challenges Series*, "World Affairs: Defining Canada's Role" (23966)
- Weigl *Canadian History* series, "Canada in the Global Age" (23964)

Video Resources

- *Us and Them: Canadian Identity and Race Relations* (23559)
- *Blockade* (23146)
- *Canada: Economy and Government* (22919)
- *Respect the Land: Struggling for Sustainable Development* (V1379, 23016)
- *Wind Power* (V2553)

Software

- Decisions, Decisions: The Environment (51393, 51394)

Challenges and Opportunities

Outcomes

*In grade 8, students will be expected to*

8.5.1 identify and analyse the economic challenges and opportunities that may affect Canada's future

- analyse Canada's changing demographics and their possible effects
- *examine the effects of resource depletion and sustainability in the sectors of energy, water, mining, forestry, farming, and fishing*
- analyse and evaluate Canada's changing economic relationship with the United States

Suggestions for Learning and Teaching

The teacher may have students

- clarify their understanding of the concept of "sustainability" by brainstorming ideas on what "sustainable" means.
- engage in a "4-Corners" co-operative learning strategy around the theme of energy. Students select one of five sources of energy generation (i.e., solar, wind, water, nuclear, or fossil fuel) and research environmental sustainability concerns. Students can form groups, go to the corner of the classroom assigned to the energy source, and share their ideas about risks and strategies to address them. After a presenter is selected in each group, they are free to move to another corner to learn about sustainability issues associated with another source of energy generation.

Four-Corners Activity
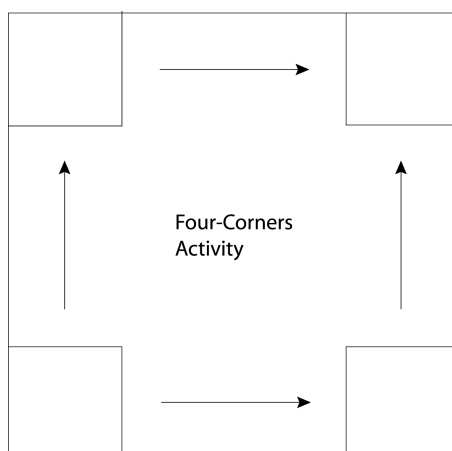
- use the following chart to record potential threats to a sustainable supply of clean water in Canada.

Threats to a Reliable Supply of Clean Water	
Type of Threat	**Description of Problem**
Industrial	
Agricultural	
Environmental (biological)	
Aridity	

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- use the following donut organizer to define sustainability and find examples and non-examples of sustainable practices around the use of resources.
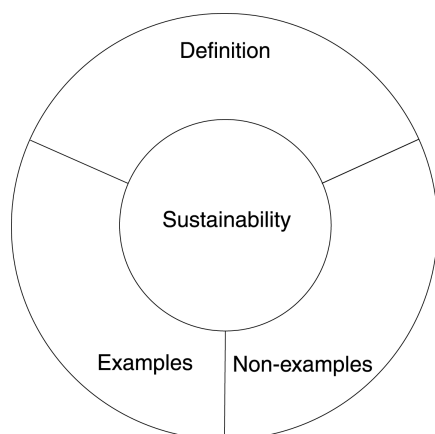
- based on the findings of the "4-Corners" co-operative learning activity, identify a major challenge (e.g., environmental risk, cost, technological problem) associated with each source of energy generation (students may identify more than one challenge for each source). The following organizer may be used.

Challenges Associated with Sources of Energy Generation	
Energy Source	**Challenges**
Solar	
Wind	
Water	
Nuclear	
Fossil fuel	

- in groups, identify the major threat to a reliable supply of clean water in their community and discuss strategies to address the problem. Record the findings on a classroom chart.

Notes

Websites

- Canadian International Development Agency (CIDA), <www.acdi-cida.gc.ca>
- Foreign Affairs and International Relations, <www.dfait-maeci.gc.ca>
- Statistics Canada, <www.statcan.ca>

Challenges and Opportunities

Outcomes

*In grade 8, students will be expected to*

8.5.1 identify and analyse the economic challenges and opportunities that may affect Canada's future

- analyse Canada's changing demographics and their possible effects
- examine the effects of resource depletion and sustainability in the sectors of energy, water, mining, forestry, farming, and fishing
- analyse and evaluate Canada's changing economic relationship with the United States

Suggestions for Learning and Teaching

The teacher may have students

- research the Internet to identify possible environmental impacts of open-pit mining. The findings may be recorded on a fish-bone organizer. Each main idea may be based on a type of impact and the supporting details may be in the form of examples from the research. (An alternative research topic is the human health risks and dangers of underground mining.)
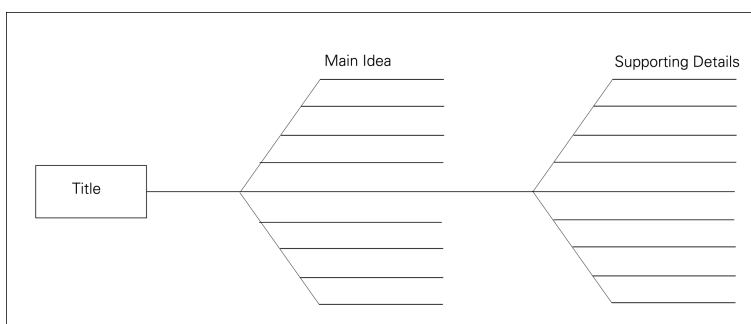
- participate in a roundtable discussion of methods of tree harvesting, namely, clear cutting, strip cutting, and selective cutting. Divide the class into groups of three, one student to each method. Each student in the small group writes on chart paper his or her knowledge (gained previously from research) of the advantages and/or disadvantages of each harvesting method. The sheet is passed to the next student who adds his or her comments; the sheet is then passed to the third student for final comments. This is repeated for the remaining two tree harvesting methods until each sheet comes back to the original writer. The use of coloured markers will provide an easy way to monitor the quality of each student's work. (To assess student participation in collaborative learning groups, refer to Appendix I).
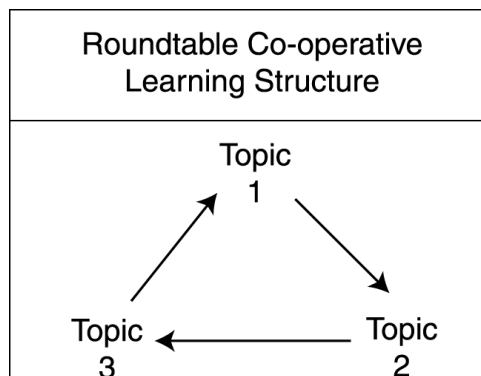
Roundtable Co-operative Learning Structure

Topic 1

Topic 3

Topic 2

Challenges and Opportunities

Suggestions for Assessment

Notes

Students may, for example

- read a case study about how the future sustainability of a mining town may be at risk. Identify the cause(s) of the risk to the future sustainability of the town, the economic impact, and how the town leaders attempted to address the issues. (To assess the student's ability to comprehend and respond to text, refer to a holistic reading/viewing rubric, Appendix J-2.)

Case Study Analysis: The Sustainability of (*Identify the Town*)		
Causes of Risk to Sustainability	**Impact on the Town Residents**	**Attempted Solutions**

- assume the role of the mayor of a mining town where the mine is projected to be viable for another five years. Develop a list of possible approaches that should be explored to ensure that the town has a sustainable future.
- in response to media coverage of questionable harvesting methods being used by a tree harvesting company, write letters to the editor of the local newspaper to argue their positions on the issue.

Checklist: Writing a Letter to the Editor		
Criteria	**Yes**	**Not Yet**
Are my opening sentences strong and purposeful?		
Am I clearly stating my opinion?		
Are there enough details to support my point of view?		
Am I arguing against opposite opinions?		
Am I sure whom I need to persuade?		
Are my sentences written to create clear messages?		
Are my words well chosen for my message?		

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.1 identify and analyse the economic challenges and opportunities that may affect Canada's future

- analyse Canada's changing demographics and their possible effects
- examine the effects of resource depletion and sustainability in the sectors of energy, water, mining, forestry, farming, and fishing
- analyse and evaluate Canada's changing economic relationship with the United States

Suggestions for Learning and Teaching

The teacher may have students

- conduct research on the Internet to arrive at strategies to deal with challenges that farmers face. The following organizer may be used.

Sustainable Farming	
Challenge	**A Sustainability Strategy**
impact of erosion	
use of herbicides/pesticides	
soil infertility	

- conduct research about possible causes of the collapse of the cod fishery off the east coast of Canada. The following organizer may be used to collect the information. (Students should be reminded that this development is the result of a complex array of factors, upon which consensus is difficult to reach.)

Contributing Factors to the Decline of the Atlantic Canada Cod Fishery	
Overfishing of Cod	*Seal Predation*
Destruction of Fish Habitat	*Change in Water Temperature*

Challenges and Opportunities

Suggestions for Assessment

Notes

Students may, for example

- conduct research on the decline of the family farm in Canada. Write a paragraph to agree or disagree with the following statement:

   "Canadians should not be concerned about the disappearance of the family farm because large commercial farms can produce all the food we want."

   (To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Organizing Structure for an Inquiry Paragraph
Beginning Write a thesis statement to make a claim or take a position on something.
Middle Evidence is presented to support the thesis. Evidence counter to the thesis is refuted. Examples related to the evidence are used where appropriate. Evidence and supporting examples are logically arranged to point toward a conclusion.
End The original thesis and its significance is affirmed. Or, the original thesis is revised in light of the evidence.

- investigate the impact of the decline of the cod fishery on rural areas in Atlantic Canada. Assume the role of a journalist who is to interview a fisher who has to leave the local community to look for work in western Canada. The following organizer is provided as a guide for students in the preparation of questions that retrieve facts, determine relationships among phenomena, and obtain opinions about events or situations. The italicized questions are provided only for illustrative purposes.

Preparing Questions for an Interview	
Type of Question	**Examples I Would Use**
Factual: Who ... ? What ... ? When ... ? Where ... ?	*What made you decide to leave and go to work in Alberta?*
Relational: Why ... ? How ... ? How differently ... ? How alike ... ?	*What effect will it have on this place if others like you also leave?*
Opinion: Do you think that ... ? What would have happened if ... ?	*What would you say if you could speak to the federal fisheries minister about your situation?*

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.1 identify and analyse the economic challenges and opportunities that may affect Canada's future

- analyse Canada's changing demographics and their possible effects
- examine the effects of resource depletion and sustainability in the sectors of energy, water, mining, forestry, farming, and fishing
- analyse and evaluate Canada's changing economic relationship with the United States

Suggestions for Learning and Teaching

Teacher Note: A constant factor in Canada's history has been its relationship with the United States. More than 80% of Canada's trade is with America. The United States is the largest destination for Canadian emigrants. Canada is one of the largest investors in the American economy, and vice versa. From reciprocity to NAFTA, our economic ties to the United States have been under constant scrutiny, and the debate continues today.

The teacher may have students

- identify and research issues that are proving to be irritants in relations between Canada and the United States. These may include export of water, export of energy resources, availability of generic drugs, potential of a common currency, Canadian content in U.S. magazines sold in Canada, or the softwood lumber dispute. The following organizer may be used to analyse an issue.

Examining an Issue: (*Identify the issue you are examining***)**
What is the main issue?
What positions are the key player(s) taking on the issue?
What arguments were used by one side to support their position?
What arguments were used by the opposing side to support their position?
What beliefs or values were at odds in this issue?
What should be done on this issue?

- use the following organizer to record their understanding of the positive and negative impacts of the North American Free Trade Agreement.

Impacts of NAFTA	
Positive	**Negative**

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- formally debate an issue that is the basis for disagreement between Canada and the United States. Express the issue as a resolution (for example, "Be it resolved that goods should be moved freely across the Canada-U.S. border without being subjected to duties"). The following organizer will help students to structure the debate and the teacher to evaluate student engagement in the process.

Debate Evaluation Form					
Topic:_ Date: _____					
Comments	**Team 1 (Affirm.)**	**Points**	**Team 2 (Neg.)**	**Points**	**Comments**
	Speaker 1 (Name)		Speaker 1 (Name)		
	Speaker 2 (Name)		Speaker 2 (Name)		
	Speaker 3 (Name)		Speaker 3 (Name)		
	Speaker 4 (Name)		Speaker 4 (Name)		
Procedures					
Affirmative			**Negative**		
Speaker 1 speaks first: introduces topic, and makes arguments.			Speaker 1 speaks second: introduces topic, attacks affirmative arguments, and gives negative arguments.		
Speaker 2 speaks third: attacks negative arguments and strengthens affirmative arguments.			Speaker 2 speaks fourth: further attacks affirmative arguments and strengthens negative arguments.		
Speaker 3 speaks last: summarizes affirmative strengths and negative weaknesses.			Speaker 3 speaks fifth: summarizes negative strengths and affirmative weaknesses.		
Scoring: Outstanding: 5 points Fair: 2 points Strong: 4 points Poor: 1 point Good: 3 points					

Notes

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.2 analyse the political challenges and opportunities that may affect Canada's future

- examine issues related to Aboriginal autonomy and self-government
- demonstrate an understanding of the different views of Canada put forward by federalists and separatists
- identify and analyse the possible effects of regional differences on Canada's future

Suggestions for Learning and Teaching

The teacher may have students
- conduct research on certain social and economic indicators for an Aboriginal group (i.e., a First Nation, Métis, or Inuit) and the general Canadian population. The information may be recorded in the following chart. ♥

Selected Socio-Economic Indicators for Aboriginal and General Canadian Population		
Aboriginal Population	**Indicator**	**General Population**
	Life Expectancy	
	Suicide Rate	
	Future Demographics	
	Employment Rate	
	Education Level	
How do these indicators support Aboriginal claims for greater autonomy?		

- assume the role of a newspaper reporter and write an article about an agreement that involves an Aboriginal group in an economic activity (e.g., the 2002 Impacts and Benefits Agreement between Voisey's Bay Nickel Company and the Innu Nation and the Labrador Inuit Association).

News Article Writing Structure		
Criteria	Yes	Not Yet
The title is concise and catchy.		
The title captures the main theme.		
The opening paragraph sets out the main idea of the article.		
The next paragraph gives details to support a particular idea or issue.		
The next paragraph gives details to support another idea or issue.		
The fourth paragraph gives details to support another idea or issue.		
The fifth paragraph gives details to support another idea or issue.		
The last paragraph ties all the ideas or issues together.		

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- in small groups, discuss the possible effects of economic, social, or political disempowerment experienced by an Aboriginal people. The impact may be shown in a cause-and-effect chart. ♥

Write in key issue
1 - write in first level of effects
2 - write in effects that result from the first level
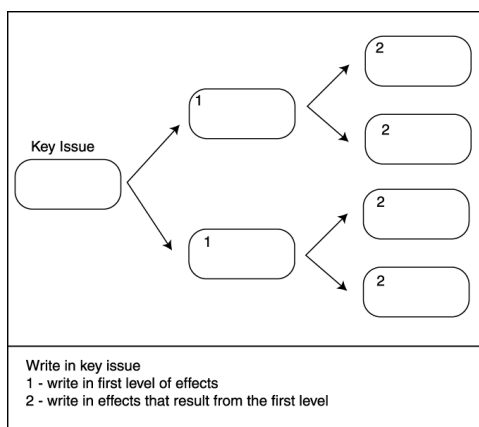
- listen to a speech by an elder of an Aboriginal organization (e.g., the Assembly of First Nations, Inuit Tapiriit Kanatami, or the Métis National Council) on a specific challenge that his or her group is facing in achieving autonomy and/or self-government. The following organizer may be used to analyse the speech.

Analysis of a Speech by (*Identify Speaker*)	
Question	**Response**
What is the main subject of the speech?	
Who is the intended audience?	
What is the speaker's position on the issue?	
How does he or she wish the issue to be resolved?	
How does the issue relate to economic and political empowerment?	

Notes

Print Resources

- *Canadian Identity* (23927), chapter 17.
- *Canadian Identity—Teacher's Resource*, chapter 17.
- *Canadian Heritage Collection: Primary Source Documents of 20th Century Canada* series, "Nationalism and French Canada" (ISBN—0921156812)
- Oxford *Canadian Challenges Series*, "Aboriginal Peoples: Building for the Future" (22883)
- *Out of the Depths: The Experiences of Mi'kmaw Children at the Indian Residential School at Shubenacadie, Nova Scotia* (22383)
- *Mi'kmaw Resource Guide*, 3rd edition (Truro, NS: Eastern Woodland Publishing, 2003)
- *We Were Not the Savages* (22871)
- *Canada's First Nation: A History of Founding Peoples from Earliest Times*, 3rd edition (22868)
- Weigl *Canadian History* series, "Canada in the Global Age" (23964)

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.2 analyse the political challenges and opportunities that may affect Canada's future

- examine issues related to Aboriginal autonomy and self-government
- demonstrate an understanding of the different views of Canada put forward by federalists and separatists
- identify and analyse the possible effects of regional differences on Canada's future

Suggestions for Learning and Teaching

The teacher may have students

- use the following organizer to research and write a biography of a key leader who advocates principles of self-government for an Aboriginal group (i.e., First Nations Métis, or Inuit). ♥

Checklist for Writing a Biography
Who is/was this person?
What qualities does/did the person have?
What examples prove these qualities?
Describe events that changed this person.
What kinds of risks does/did this person take?
How is/was this person important to other people?
What did I learn from this individual about how to be a better person?

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- write paragraphs to explain their positions on the following statement. ♥

  "The empowerment of Aboriginal peoples will help shape the Canadian identity."

  The following organizer may be used. (To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Organizing Structure for an Inquiry Paragraph
Beginning Write a thesis statement to make a claim or take a position on something.
Middle Evidence is presented to support the thesis. Evidence counter to the thesis is refuted. Examples related to the evidence are used where appropriate. Evidence and supporting examples are logically arranged to point toward a conclusion.
End The original thesis and its significance is affirmed. Or, the original thesis is revised in the light of the evidence.

Notes

Video Resources

- *No Turning Back: The Royal Commission on Aboriginal Peoples* (22574)
- *Achieving Balance: Contemporary Mi'kmaq at Work* (V2594)
- *Us and Them: Canadian Identity and Race Relations* (23559)

Websites

- Assembly of First Nations, <www.afn.ca>

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.2 identify and analyse the political challenges and opportunities for Canada's future

- examine issues related to Aboriginal autonomy and self-government
- demonstrate an understanding of the different views of Canada put forward by federalists and separatists
- identify and analyse the possible effects of regional differences on Canada's future

Suggestions for Learning and Teaching

Teacher Note: Separatism created one of the major political challenges to Canadian unity and identity. Attempts to resolve conflicting views of Canadian identity in the 1980s, Meech Lake and the Charlottetown Accord, failed to find acceptable compromises on key issues such as distinct society, veto power, opting out of mandatory financial programs, control over immigration, and the right to elect some Supreme Court judges. The institutionalized political separatism of the Parti Quebecois and the Bloc Quebecois is now a key element of the Canadian political system.

The teacher may have students

- use a spider definition organizer to define the term "federalism". (The term nationalism may also be assigned.)
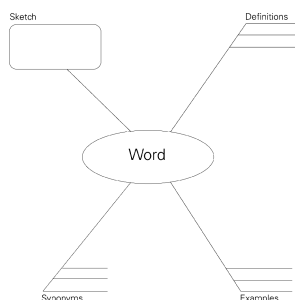
- use the following chart to classify key political leaders as either federalist or nationalist.

Federalist or Separatist		
Leader	**Federalist (✓)**	**Separatist (✓)**
Rene Levesque		
Pierre Trudeau		
Jean Chretien		
Stephen Harper		
Jacques Parizeau		
Paul Martin		
Gilles Duceppe		

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- use a Venn diagram to compare the concepts of separatism and sovereignty-association.

Differences   Differences

Similarities
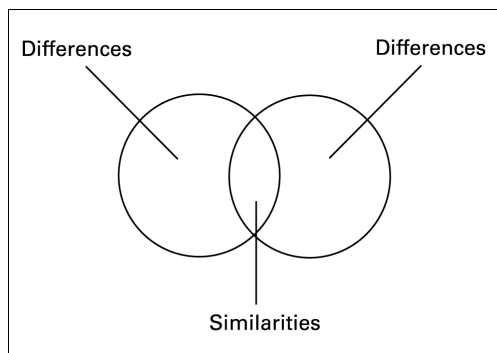
- complete the following chart to summarize the impact of major developments on the federalist-separatist debate.

Developments in the Federalist-Separatist Debate		
Development	**What It Was About**	**Impact**
Quiet Revolution		
October Crisis		
Parti Quebecois		
Meech Lake Accord		
Referendum 1995		

Notes

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.2 identify and analyse the political challenges and opportunities for Canada's future

- examine issues related to Aboriginal autonomy and self-government
- demonstrate an understanding of the different views of Canada put forward by federalists and separatists
- identify and analyse the possible effects of regional differences on Canada's future

Suggestions for Learning and Teaching

The teacher may have students

- hypothesize what would be the federalist and separatist view of some key developments in Canadian history.

Varying Views of Historical Events		
Event	**Federalist**	**Separatist**
Battle of the Plains of Abraham		
Riel Crisis		
FLQ Crisis		
Quebec's Bill 101		
Official bilingualism		

- assume one of the following roles and give an oral presentation on how life would change for them if Quebec were to separate from Canada. Specific changes in the areas of communication, health care, taxes, economic situation, currency, highways, education, and seaways should be considered.
  – fisherman in Newfoundland and Labrador
  – Acadian New Brunswicker
  – immigrant in Montreal, Quebec
  – Francophone from Quebec
  – Anglophone from Quebec
  – naval officer in Halifax, NS
  – immigrant in Vancouver
  – business person in Toronto
  – tourism operator on PEI
  – business person in Maritimes selling to Western Canada
- select a specific issue or development around the federalist-separatist debate and speculate on its potential impact on Canada's future. (Refer to Appendix G for a discussion of student response journals: types of entries, cuing questions, and examples of lead-ins.)

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- analyse a political cartoon about some issue in the federalist-separatist debate. The following organizer may be used. (For a discussion of other primary documents in the classroom, refer to Appendix E.)

Analysing a Cartoon	
Questions	Response
What symbols are used in this cartoon?	
What does each symbol represent?	
What do the words (if any) mean?	
What is the main message of the cartoon?	
Why is the cartoonist trying to get this message across?	
What is your opinion of the message?	

- write letters to the Prime Minister of Canada stating their points of view on Quebec separation. Have students form pairs to discuss each other's letters and supporting arguments for their positions.
- analyse a sound recording of someone who is promoting a federalist or separatist point of view.

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.2 analyse the political challenges and opportunities for Canada's future

- examine issues related to Aboriginal autonomy and self-government
- demonstrate an understanding of the different views of Canada put forward by federalists and separatists
- identify and analyse the possible effects of regional differences on Canada's future

Suggestions for Learning and Teaching

The teacher may have students

- develop a list of opposing words or phrases (e.g., urban, rural; many jobs, few jobs; high standard of living, low standard of living; high population density, low population density; high degree of political empowerment, low degree of political empowerment; in-migration, out-migration; high crime rates, low crime rates; isolated, connected) that come to mind when they think of different regions of Canada. Sort the words and phrases according to the following chart.

Personal Perceptions of Regions in Canada	
Region	**Perceptions**
Atlantic Canada	
Central Canada	
Prairies	
British Columbia	
Canadian North	

- discuss the implications of the following statement for Canadian identity in the future:

    "I am a (insert provincial/territorial designation) first and a Canadian second."

- develop a list of advantages and disadvantages of regionalism for the country as a whole.

Thinking Regionally	
Advantages	**Disadvantages**

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- classify a series of photos (particularly those found in travel magazines) by region, and discuss how representative, or stereotypical, they are of the region.
- use the following chart to express their views about the degree of empowerment that Atlantic Canada enjoys in the Canadian federation. Discuss these views as a large class group and then conduct research on the Internet to find support for these views.

Empowerment of the Atlantic Region in Canada	
How Empowered Are We ...	**Support for My Views**
Politically	
Economically	

- write a paragraph to take a stand on the argument that regionalism should be celebrated since it adds to our national identity. The following organizer may be used. *(To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)*

Organizing Structure for an Inquiry Paragraph
Beginning Write a thesis statement to make a claim or take a position on something.
Middle Evidence is presented to support the thesis. Evidence counter to the thesis is refuted. Examples related to the evidence are used where appropriate. Evidence and supporting examples are logically arranged to point toward a conclusion.
End The original thesis and its significance is affirmed. Or, the original thesis is revised in light of the evidence.

Notes

Challenges and Opportunities

Outcomes

*In grade 8, students will be expected to*

8.5.3 identify and analyse the social and cultural challenges and opportunities for Canada's future

- predict challenges and opportunities that ethnic and cultural groups may face as Canada evolves
- articulate their preferred vision of Canada's future and the role they can play in achieving it

Suggestions for Learning and Teaching

The teacher may have students

- use a spider definition organizer to define the term "quaternary industry". (The terms "primary industry," "secondary industry," and "tertiary industry" may also be used.)

Sketch

Definitions

Word

Synonyms

Examples
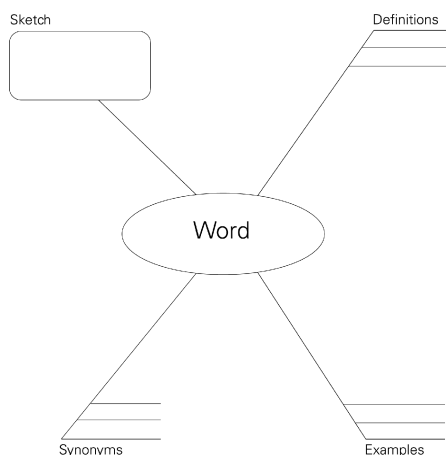
- collect data about the percentage of the Canadian workforce employed by economic sector for 1951, 1981, and 2001. Draw pie charts to represent the data.
- research the Internet to identify features of the "new economy" and compare them with the "old economy." Record the information in the following chart.

The "Old Economy" and the "New Economy"		
Old Economy	**Features**	**New Economy**
	Type of workers	
	Education level	
	Size of organization	
	Kind of technology	
	Market location	
	Location of work	

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- examine the Yellow Pages of the local telephone directory and list examples of industries for each sector of the economy. The information may be recorded in the following chart.

Classifying Economic Activities	
Type of Industry	**Local Examples**
Primary	
Secondary	
Tertiary	
Quaternary	

- examine pie charts that show the percentage of Canadians employed by economic sector for 1951, 1981, and 2001. Write a sentence to describe the change in the percentage employed by sector.
- interview a telecommuter about the nature of his or her work. The following organizer is provided as a guide for students in the preparation of questions that retrieve facts, determine relationships among phenomena, and obtain opinions about events or situations. The italicized questions are provided only for illustrative purposes.

Preparing Questions for an Interview	
Type of Question	**Examples I Would Use**
Factual: Who ... ? What ... ? When ... ? Where ... ?	*What kind of work do you do? Where is your employer located?*
Relational: Why ... ? How ... ? How differently ... ? How alike ... ?	*How does working at home differ from working at an employer's office?*
Opinion: Do you think that ... ? What would have happened if ... ?	*Would you recommend telecommuting to everybody? Why or why not?*

Notes

Print Resources

- *Canadian Identity* (23927), chapter 18.
- *Canadian Identity—Teacher's Resource*, chapter 18.
- Weigl *Canadian History* series, "Canada in the Global Age" (23964)

Video Resources

- *Us and Them: Canadian Identity and Race Relations* (23559)

Websites

- Human Resource Development Canada, <www.hrdc-drhc.gc.ca>
- The Conference Board of Canada, <www.conferenceboard.ca>
- Statistics Canada, <www.statcan.ca>

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.3 identify and analyse the social and cultural challenges and opportunities for Canada's future

- predict challenges and opportunities that ethnic and cultural groups may face as Canada evolves
- articulate their preferred vision of Canada's future and the role they can play in achieving it

Suggestions for Learning and Teaching

The teacher may have students

- rank a list of indicators (e.g., clothes, income, cars, size of home) of standard of living from least important to most important. Have them compare their list with a peer and discuss possible reasons for the differences. (Alternately, students may also have their caregivers rank the list of indicators; students may then explain the differences in the two lists.)
- examine current print media sources to identify examples of disparities in standard of living. Have each student read an article and create a heading that categorizes the cause of economic disparity. Have students put their headings on index cards or pieces of paper and then form groups of similar articles. Discuss the article headings and regroup if necessary. Have students in each group reach a consensus on the major causes that the articles represent.
- draw a poster to draw attention to the problem of economic disparities in Canadian society. Students may divide into pairs and exchange posters for analysis and feedback. The following organizer may be used during the analysis phase.

Analysing a Poster	
Task	**Notes**
1. Study the poster and note all of the images, colours, dates, characters, references to places, and so on.	
2. Describe the idea that the information seems to point to.	
3. Compare your idea to what several of your classmates have.	
4. Write a sentence to state the central purpose of the poster.	
5. Do you think the poster would have been an effective one? Explain.	
6. In 20 years from now, would the theme of this poster be relevant? Why or why not?	

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- create a photo-essay to illustrate gaps in the standard of living between the wealthy and the poor in Canada.
- research the news media (on-line newspapers, magazines, news stories, documentaries) for examples of how an individual or group remained at a low standard of living due to ill-health or disability, a lack of education, capital, family support, work ethic, political connection. The following organizer may be used. ♥

Raising the Standard of Living		
Individual/ Group	Indicators of Low Standard of Living	Strategies Used to Improve Standard of Living
It seems that the most critical strategy used to improve the standard of living was (identify the strategy) because ...		

- According to the United Nations, Canada was ranked in the top five countries in the world for having the highest Human Development Index. (Explain to students that the HDI is based on life expectancy, literacy rates, gross domestic product, and purchasing power parity.) Write a paragraph to develop an argument for or against the view that Canada will continue to enjoy this level of quality of life. (To assess this writing piece, refer to Appendix J-1 for a holistic scoring rubric.)

Organizing Structure for an Inquiry Paragraph
Beginning   Write a thesis statement to make a claim or take a position on something.
Middle   Evidence is presented to support the thesis.   Evidence counter to the thesis is refuted.   Examples related to the evidence are used where appropriate.   Evidence and supporting examples are logically arranged to point toward a conclusion.
End   The original thesis and its significance is affirmed.   Or, the original thesis is revised in light of the evidence.

Notes

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.3 analyse the social and cultural challenges and opportunities for Canada's future

- predict challenges and opportunities that ethnic and cultural groups may face as Canada evolves
- articulate their preferred vision of Canada's future and the role they can play in achieving it

Suggestions for Learning and Teaching

The teacher may have students
- examine changing functions and roles in the family. The following chart may be used. ♥

Changing Family Roles		
In the past ...	**Criteria**	**Now ...**
	family head	
	children's roles	
	wage earners	
	domestic chores	
In the future families may ...		

- collect poems or songs that portray some aspect of poverty (e.g., the homeless, children in poverty). The following checklist may be used to analyse the message and draw a conclusion from a poem or song. ♥

My Checklist for Reading a Poem (or Song Lyric)	
Criteria	**Check**
From the title I can predict what the poem is about.	
I found out the meaning of new words.	
I read the poem straight through.	
I reread the poem slowly to get the meaning.	
I paid attention to punctuation and diction.	
I paid attention to poetic elements (e.g., rhyme).	
I examined the figures of speech and imagery used.	
I could imagine scenes created by the images.	
I put everything together to understand the main theme or meaning of the poem.	
This poem tells me that ...	

- research some of the social programs that are available in Canada.

Canadian Social Programs			
Social Program	**Origins**	**Purpose Today**	**Future**

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- conduct a survey of television programming. Identify different representations of family roles and how they may change in the future. The following organizer may be used. ♥

Family Structures in Television Entertainment Programs	
Program	**Description of Family Structure**

- identify some of the physical, emotional, and social effects of poverty on children. (The same task may apply to the elderly.) ♥

Effects of Poverty on Children	
Type of Effect	**Description of Effect**
Physical	
Emotional	
Social	
How society would be better if child poverty could be eliminated:	

Notes

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.3 analyse the social and cultural challenges and opportunities for Canada's future

- predict challenges and opportunities that ethnic and cultural groups may face as Canada evolves
- articulate their preferred vision of Canada's future and the role they can play in achieving it

Suggestions for Learning and Teaching

Teacher Note: Although emerging socio-economic trends affect all Canadians, they will have a particular impact on various cultural groups.

The teacher may have students

- invite representatives from various cultural groups to the class to discuss the challenges and opportunities the future holds for each cultural group. Each could be asked to share a vision for the future of Canada. The following organizer may be used to record responses to questions posed during the interview. (The questions provided are only intended to illustrate the levels of questions; the student may write a new set.)

Preparing Questions for an Interview	
Type of Question	**My interview notes**
Factual: *What kinds of obstacles did you overcome in order to become a performer?*	
Relational: *How do these obstacles relate to your ethnicity?*	
Opinions: *What kind of place do you want Canada to become to make it easier for aspiring artists?*	

- examine a piece of literature that represents the perspective of a particular culture on an opportunity and/or challenge. After students sample a variety of pieces from different cultures, they may develop a classroom list of opportunities and challenges.

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- examine a piece of art from a particular cultural group to identify particular perspectives that are conveyed about a current or future challenge and/or opportunity. To assist students, provide a set of guiding questions. One approach is illustrated in the following organizer, which divides art analysis into four taxonomic parts. The questions are provided to illustrate the kinds of ideas the student should think about when critiquing art. For the above task, the student should process the questions at least as far as level three in order to identify the artist's perspectives on opportunities and challenges portrayed in the work.

How to Critique a Piece of Art	
1. What it is about ... Who did the painting and when? What is it about? What is the title? What objects (e.g., people, animals, buildings, vegetation, landforms) do you see?	*3. What it means ...* What do you think this art is about? What title would you give it? Do you think the organization of the objects, colours used, and the medium are good? What is the artist saying about this challenge and/or opportunity?
2. Looking at the parts ... How are the objects arranged? How are they organized? Did the artist use charcoal or paint as a medium, and why? Is there balance in the painting? Are some objects exaggerated? Is there something the artist could have added to make the message stronger?	*4. What I think of it ...* Do you think this artist is talented and why? Would you describe it as weak, good, or excellent? Would you like to have this piece of art in your home?

Notes

Challenges and Opportunities

Outcomes

In grade 8, students will be expected to

8.5.3 analyse the social and cultural challenges and opportunities for Canada's future

- predict challenges and opportunities that ethnic and cultural groups may face as Canada evolves
- articulate their preferred vision of Canada's future and the role they can play in achieving it

Suggestions for Learning and Teaching

The teacher may have students

- conduct a Learned Forum in which they present papers on special issues: e.g., Should Canada Export Its Clean Water to the United States; How Compassionate Should Canadian Society Become; Open Hearts, Open Doors - Let's Revise Our Immigration Policy.
- stage a "Future of Canada Conference" in which they role-play representatives of each province, territory, the national government, media, special interest groups, and private citizens.
- invite a special speaker to present ideas and field questions about the future impact of technology on the home and the workplace.
- form into groups of three or four members to respond to stem-statements about a future vision of Canada. The following organizer may be used.

Future Vision of Canada
My future vision of Canada looks like ...
I prefer this kind of future because
I will (will not) have a role in shaping this future because ...

Challenges and Opportunities

Suggestions for Assessment

Students may, for example

- complete the following chart to gather ideas about their preferred vision of Canada's future. The topic or trend could relate to the workplace, standard of living, Canada-U.S. relations, sustainable use of resources, Aboriginal autonomy and self-government, and others related to the outcomes/delineations studied.

A Vision for Canada				
Topic/ Trend	Challenges	Oppor- tunities	My Preferred Vision	My Role

- artistically express (e.g., song, poem, cartoon, poster, skit, vignette, video) a preferred vision of Canada's future.

Notes

Unit 6:
Reflections on Canadian Identity

Unit 6: Reflections on Canadian Identity

Unit Overview

This concluding unit is designed as a bookend to the introductory unit. Whereas the first unit attempts to provide students with a foundation for their study of Canadian identity, this unit provides an opportunity for students to consolidate their year long understandings around this concept. Students will participate in a culminating activity to demonstrate in a variety of ways their personal understandings of Canadian identity. Ideally, students will have the opportunity to share their work with other students, their parents, and members of the community.

Unit Outcome

In grade 8, students will be expected to

8.6.1   portray their understanding of Canadian identity

Unit Processes and Skills Emphases

Communication
- Communicate ideas and information to a specific audience
- Express and support a point of view
- Select media and styles appropriate to a purpose

Inquiry
- Frame questions or hypotheses that give clear focus to an inquiry
- Apply a variety of thinking skills and strategies
- Recognize significant issues and perspectives in an area of inquiry
- Interpret meaning and the significance of information and arguments

Participation
- Engage in a variety of learning experiences that include both independent study and collaboration

Reflections on Canadian Identity

Outcomes

In grade 8, students will be expected to

8.6.1 portray and celebrate their understanding of Canadian identity

Suggestions for Learning and Teaching

The teacher may have students
- select a topic that will be a major focus during the year to capture selected attributes of Canadian identity. Examples include but are not limited to the following:
  – Canada's northern location shapes what it is to be Canadian.
  – The national identity of Canada is rooted in its history.
  – The Canadian character is one who exercises responsibility for the welfare of others.
  – Canada needs to identify and deal with challenges that will continue to shape its identity(ies).
  – Canada is too big and culturally diverse to be captured by a single identity.
  – A search for Canadian identity(ies) cannot overlook our failures and omissions.
- for the selected topic, develop a mind map to make it specific enough for study and presentation.
- choose a format for presentation. Examples include but are not limited to the following:
  – A vignette that includes three to four attributes of identity related to the topic selected. The vignette should be supported by a storyboard.
  – A portfolio that contains carefully selected artifacts (e.g., newspaper articles, poems, songs, diary entries, photos, maps, statistics, and advertisements) that illustrate attributes of identity for the topic selected.
  – A DVD containing a collection of artifacts to include those that would normally form part of a portfolio. The advantage of a digital collection is that it provides a greater opportunity for audio and video clips with student narration. Portfolios may be sampled to construct an electronic portfolio to be housed on a classroom/school website.
  – An accordian book that contains selected artifacts (e.g., newspaper articles, poems, photos, maps, copies of original documents).
  – A mural to visually present a theme.
- reflect upon what they have learned and the learning process during this culminating exercise. Examples include but are not limited to the following:
  – After the vignette—The student may address the audience about the significance of what happened (similar to a dialectical journey entry), express thoughts about how the vignette was developed and how they learned from it (a metacognitive tone), and look back at the personal experiences involved (a reflective tone).
  – For the portfolio—The student may include journal pages completed during the year for the topic developed; the pages should be selected to show speculative, dialectical, metacognitive entries. A final reflection should summarize these entries. Refer to Appendix G for a discussion of student response journals: types of entries, cueing questions, and examples of lead-ins.
  – For the DVD format—The student should address the "audience" about the same aspects that apply to the vignette.

Reflections on Canadian Identity

Suggestions for Assessment

Students may, for example

- identify the goals (i.e., outcomes and delineations) that support the topic.
- develop, and validate with peers in a co-operative structure, a plan that shows
  - the title
  - the beginning of a concept web that will be developed as the theme is completed
  - a checklist to guide the work.
  - a conference with the teacher during the development of the topic
  - a writing and/or speaking rubric (as appropriate) as a self-assessment tool. Refer to Appendices J-1 and J-4 respectively.
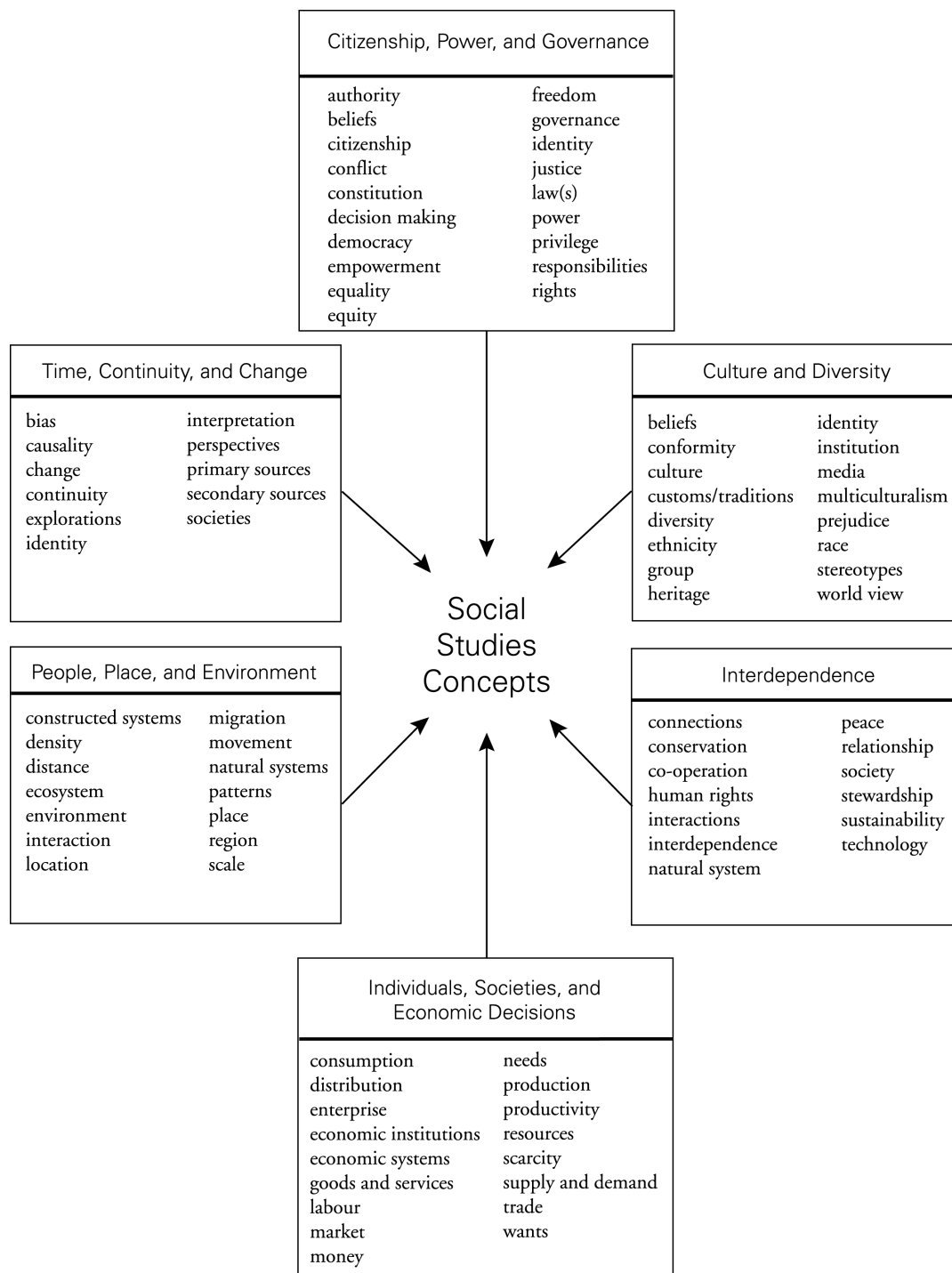
Notes

Print Resources

- *Canadian Identity* (23927), chapter 18.
- *Canadian Identity—Teacher's Resource*, chapter 18.

For additional resources, see Unit 1: An Introduction to Canadian Identity, pages 35 and 37.

Appendices

Appendix A: Concepts in Primary–9 Social Studies

Citizenship, Power, and Governance

authority	freedom
beliefs	governance
citizenship	identity
conflict	justice
constitution	law(s)
decision making	power
democracy	privilege
empowerment	responsibilities
equality	rights
equity	

Time, Continuity, and Change

bias	interpretation
causality	perspectives
change	primary sources
continuity	secondary sources
explorations	societies
identity	

Culture and Diversity

beliefs	identity
conformity	institution
culture	media
customs/traditions	multiculturalism
diversity	prejudice
ethnicity	race
group	stereotypes
heritage	world view

Social Studies Concepts

People, Place, and Environment

constructed systems	migration
density	movement
distance	natural systems
ecosystem	patterns
environment	place
interaction	region
location	scale

Interdependence

connections	peace
conservation	relationship
co-operation	society
human rights	stewardship
interactions	sustainability
interdependence	technology
natural system	

Individuals, Societies, and Economic Decisions

consumption	needs
distribution	production
enterprise	productivity
economic institutions	resources
economic systems	scarcity
goods and services	supply and demand
labour	trade
market	wants
money	

Appendix B: Process-Skills Matrix

The social studies curriculum consists of three major process areas: communication, inquiry, and participation. Communication requires that students listen to, read, interpret, translate, and express ideas and information. Inquiry requires that students formulate and clarify questions, investigate problems, analyse relevant information, and develop rational conclusions supported by evidence. Participation requires that students act both independently and collaboratively in order to solve problems, make decisions, and negotiate and enact plans for action in ways that respect and value the customs, beliefs, and practices of others.

These processes are reflected in the sample suggestions for learning and teaching and for assessment strategies that are elaborated in the curriculum guide. These processes constitute a number of skills, some of which are shared responsibilities across curriculum areas, and some of which are critical to social studies.

Process: Communication

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Read critically	• detect bias in historical accounts • distinguish fact from fiction • detect cause-and-effect relationships • detect bias in visual material	• use picture clues and picture captions to aid comprehension • differentiate main and subordinate ideas • use literature to enrich meaning
Communicate ideas and information to a specific audience	• argue a case clearly, logically, and convincingly	• write reports and research papers
Employ active listening techniques	(see shared responsibilities)	• listen critically to others' ideas or opinions and points of view • participate in conversation, small groups, and whole group discussion
Develop map skills	• use a variety of maps for a variety of purposes • use cardinal and intermediate directions to locate and describe places on maps and globes • construct and interpret maps that include a title, legend, compass rose, scale • express relative and absolute location • use a variety of information sources and technologies in the preparation of maps • express orientation by observing the landscape, by using traditional knowledge, or by using a compass or other technology	
Express and support a point of view	• form opinion based on critical examination of relevant material • restate major ideas on a complex topic in concise form	• differentiate main and subordinate ideas • respond critically to texts

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Select media and styles appropriate to a purpose	(see shared responsibilities)	• demonstrate an awareness of purpose and audience
Use a range of media and styles to present information, arguments, and conclusions	• use maps, globes, and geo-technologies • produce and display models, murals, collages, dioramas, art work, cartoons, multimedia to present • interpret/use graphs and other visuals	• present information and ideas using oral or visual material, print, or electronic media
Present a summary report or argument	• use appropriate maps, globes, and graphics	• create outline of topic • prepare summaries • take notes • prepare a bibliography
Use various forms of group and inter-personal communications such as debating, negotiating, establishing a consensus, classifying, and mediating conflict	• participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences	• participate in delegating duties, organizing, planning, making decisions, and taking action in group settings • contribute to the development of a supportive climate in groups

Process: Inquiry

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Frame questions or hypotheses that give clear focus to an inquiry	• identify relevant primary and secondary sources • identify relationships among items of historical, geographic, and economic information • combine critical social studies concepts into statement of conclusions based on information	• identify relevant factual material • identify relationship between items of factual information • group data in categories according to appropriate criteria • combine critical concepts into statement of conclusions based on information • restate major ideas in concise form • form opinion based on critical examination of relevant information • state hypotheses for further study
Solve problems creatively and critically	(see shared responsibilities)	• identify a situation in which a decision is required • secure needed factual information relevant to making the decision • recognize the values implicit in the situation and the issues that flow from them • identify alternative courses of action and predict likely consequences of each • make decision based on data obtained • select an appropriate strategy to solve a problem • self-monitor one's decision-making process
Apply a variety of thinking skills and strategies	• determine the accuracy and reliability of primary and secondary sources and geographic data • make inferences from primary and secondary materials • arrange related events and ideas in chronological order	• determine the accuracy and reliability of data • make inferences from factual material • recognize inconsistencies in a line of argument • determine whether or not the information is pertinent to the subject
Recognize significant issues and perspectives in an area of inquiry	• research to determine the multiple perspectives on an issue	• review an interpretation from various perspectives • examine critically relationships between and among elements of an issue/topic • examine and assess a variety of viewpoints on issues before forming an opinion
Identify sources of information relevant to the inquiry	• identify an inclusive range of sources	• identify and evaluate sources of print • use library catalogue to locate sources • use search engine to locate sources on the Internet • use periodical index

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Gather, record, evaluate, and synthesize information	• interpret history through artifacts • use sources of information in the community • access oral history, including interviews • use map and globe reading skills • interpret pictures, charts, graphs, photographs, tables and other visuals • organize and record information using time lines • distinguish between primary and secondary sources • identify the limitations of primary and secondary sources • detect bias in primary and secondary sources	• use a variety of information sources • conduct interviews of individuals • analyse evidence by selecting, comparing, and categorizing information
Interpret meaning and the significance of information and arguments	• interpret the socio-economic and political messages of cartoons and other visuals • interpret the socio-economic and political messages of artistic expressions, e.g., poetry, literature, folk songs, plays	• identify ambiguities and inconsistencies in an argument • identify stated and unstated assumptions
Analyse and evaluate information for logic and bias	• distinguish between hypotheses, evidence, and generalizations • distinguish between fact and fiction, fact and opinion	• estimate the adequacy of the information • distinguish between relevant and irrelevant information
Test data, interpretations, conclusions, and arguments for accuracy and validity	• compare and contrast credibility of differing accounts of same event • recognize the value and dimension of interpreting factual material • recognize the effect of changing societal values on the interpretation of historical events	• test the validity of information using such criteria as source, objectivity, technical correctness, currency • apply appropriate models such as diagramming, webbing, concept maps, flowcharts to analyse data • state relationships between categories of information
Draw conclusions that are supported by the evidence	(see shared responsibilities)	• recognize the tentative nature of conclusions • recognize their values may have influenced their conclusion/ interpretations
Make effective decisions as consumers, producers, savers, investors, and citizens	• access, gather, synthesize, and provide relevant information and ideas about economic issues • generate new ideas, approaches, and possibilities in making economic decisions • identify what they gain and what they give up when they make economic choices • use economic data to make predictions about the future	

Process: Participation

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Engage in a variety of learning experiences that include both independent study and collaboration	(see shared responsibilities)	• express personal convictions • communicate own beliefs, feelings, and convictions • adjust own behaviour to fit the dynamics of various groups and situations • recognize the mutual relationship between human beings in satisfying one another's needs • reflect upon, assess, and enrich their learning process
Function in a variety of groupings, using collaborative and co-operative skills and strategies	(see shared responsibilities)	• contribute to the development of a supportive climate in groups • serve as a leader or follower • assist in setting goals for the group • participate in making rules and guidelines for group life • participate in delegating duties, organizing, planning, making decisions, and taking actions in group settings • participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences • use appropriate conflict resolution and mediation skills • relate to others in peaceful, respectful, and non-discriminating ways
Respond to class, school, community, or national public issues	• keep informed on issues that affect society • identify situations in which social action is required • work individually or with others to decide on an appropriate course of action • accept and fulfil responsibilities associated with citizenship • articulate their personal beliefs, values, and world views with respect to given issues • debate differing points of view regarding an issue • clarify preferred futures as a guide to present actions	

Skill	Critical Responsibilities for Social Studies	Shared Responsibilities
Relate to the environment in sustainable ways and promote sustainable practices on a local, regional, national, and global level	• recognize the economic factors associated with sustainability (see shared responsibilities) • identify ways in which governments can affect sustainability practices	• develop the personal commitment necessary for responsible community involvement • employ decision-making skills • contribute to community service and/or environmental projects in schools and communities • promote sustainable practice in families, schools, and communities • monitor their own contributions

Appendix C: Graphic Organizers

Uses of Skill-Oriented Graphic Organizers		
Type	**Outcomes**	**Page Reference**
analysing historical documents	8.3.1, 8.3.2, 8.3.3, 8.3.3	87, 93, 99, 102
anticipation guide	8.4.1	142
box report	8.2.1	51
cartoon analysis	8.3.4, 8.3.7, 8.4.3, 8.5.2	105, 131, 165, 189
cause and effect	8.2.2, 8.5.2	59, 183
classifying	8.1.1, 8.2.1, 8.2.3, 8.3.3, 8.3.4, 8.3.7, 8.4.1, 8.4.3, 8.5.2, 8.5.3	34, 36, 45, 63, 101, 104, 137, 145, 159, 186, 193
comparison	8.2.1, 8.2.2, 8.2.4, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3, 8.5.3	43, 58, 75, 105, 114, 120, 123, 136, 146, 147, 153, 155, 160, 172, 187, 192, 196
concept webbing	8.1.1, 8.2.2, 8.3.5	34, 58, 112
critiquing art	8.5.3	199
debate evaluation form	8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1	103, 143, 155, 165, 181
decision making	8.3.3, 8.3.4, 8.3.4, 8.3.6, 8.3.7, 8.4.3	100, 106, 107, 119, 130, 164
distinguishing fact from opinion	8.3.2, 8.3.6	91, 124
donut organizer	8.3.7, 8.5.1	128, 175
E-diagram	8.2.2, 8.3.2	59, 88
fishbone organizer	8.3.3, 8.5.1	100, 176
fishbowl co-operative learning structure	8.3.7	134
four-corners co-operative learning structure	8.4.3, 8.5.1	158, 174
group discussion self-assessment	8.3.7	133
image analysis	8.1.1, 8.1.1	35, 36
interview preparation	8.2.3, 8.3.1, 8.3.3, 8.3.5, 8.4.1, 8.4.3, 8.5.1, 8.5.3	66, 84, 96, 115, 150, 162, 179, 193, 198
issues analysis	8.3.6, 8.5.1, 8.5.1	124, 173, 180
jigsaw co-operative learning structure	8.2.1, 8.2.2, 8.3.1, 8.3.7, 8.4.3	42, 61, 82, 134, 158, 162

Uses of Skill-Oriented Graphic Organizers *(continued)*		
Type	**Outcomes**	**Page References**
K-W-L-H	8.3.4, 8.4.1	106, 148
organizing an expository paragraph	8.2.2, 8.2.4, 8.3.4	55, 73, 108
organizing an inquiry paragraph	8.1.1, 8.2.1, 8.3.1, 8.4.2, 8.4.2, 8.5.1, 8.5.2, 8.5.3	37, 50, 83, 153, 157, 179, 185, 191, 195
perspective taking	8.2.2, 8.2.3, 8.3.2, 8.3.3, 8.3.7	61, 67, 95, 98, 131
photo analysis	8.3.1, 8.3.6	86, 118
placemat co-operative learning structure	8.2.3, 8.3.4	62, 108
poem (song) analysis	8.3.6, 8.5.3	121, 194, 196
poster analysis	8.3.3, 8.4.3, 8.5.3	97, 165
preparing questions for research	8.3.5	113
problem solving	8.4.1	151
reaction grid	8.3.4	104
roundtable co-operative learning structure	8.5.1	176
sequencing	8.3.2, 8.4.3	89, 164
spider definition	8.2.2, 8.2.2, 8.3.2, 8.3.6, 8.4.1, 8.5.2, 8.5.3	54, 60, 88, 126, 142, 186, 192
supporting statements with evidence	8.2.3, 8.2.3, 8.3.1, 8.3.2, 8.3.4, 8.3.4, 8.3.5, 8.3.6, 8.4.1	65, 68, 81, 95, 105, 111, 117, 121, 143
think-pair-share co-operative learning structure	8.2.3, 8.2.4, 8.3.4, 8.3.7, 8.4.1	68, 72, 110, 128, 144
Venn diagram	8.2.2, 8.3.7, 8.5.2	58, 136, 187
writing a biography	8.3.2, 8.3.6, 8.4.2, 8.5.2	95, 122, 155, 184
writing a letter to the editor	8.2.3, 8.3.2, 8.3.2, 8.3.3, 8.3.4, 8.3.7, 8.4.1, 8.4.2, 8.5.1	67, 91, 93, 99, 109, 129, 145, 157, 177
writing a news article	8.3.2, 8.5.2	97, 182
Y-diagram	8.2.2, 8.5.1	56, 170

Appendix D: Studying Local History

The study of local history provides a real opportunity for students to apply concepts and skills they acquire during their study of grade 8 social studies. Local history is a legitimate avenue of research as students develop concepts and skills in a limited but familiar context that can be interconnected to those found in an expanded but more unfamiliar context. One of the challenges for the social studies teacher is to make social studies meaningful, significant, challenging, and active (see "Principles Underlying the Social Studies Curriculum," page 11). Studying an aspect of local history provides an opportunity to add these qualities to teaching and learning, and at the same time, incorporate resource-based learning in its fullest sense into the classroom.

The following is a planning guide for preparing for a study of local history. References to specific curriculum outcomes and delineations are made only as examples of processes and procedures.

1. Preparation for conducting a study of local history

1.1   Choose your area of study.
There are many avenues for studying local history. It may be examined at a broad level, or in a more specific and manageable way. Rather than take on a study of the local community, for example, it may be more manageable to take selected elements of it.

Research themes for a study of local history

- The school
- A place of worship
- The courthouse
- The hospital
- A local business (e.g., fish plant, store, craft shop)
- Family names
- Traditional food ways
- Folk medicine
- Social movements

It is also possible to combine individual themes into a more comprehensive piece to make up a large theme in community history and, hence, give the students' work more significance (refer to section 4.3).

1.2 Tie the area of research or theme to the historical mode of inquiry and select the outcome and delineations that legitimize and give direction to the area of study that the student selects.

Historical Inquiry

Outcomes 8.2.2 and 8.2.3, with their emphasis on the causes and impact of migration, provide an opportunity to incorporate local history. Basically, the following steps may be used to conduct historical inquiry around such a theme:

- Identify an initial source(s) of information
- Formulate a key question
- Identify other sources to ensure reliability of information
- Gather information
- Find patterns in the information gathered
- Draw generalizations from the patterns in the information

1.3 Become familiar with the sources of information.
It is important to help the student prepare for the study by becoming familiar with the historical source(s) before the research actually begins.

Familiarization with the sources of information

- Visit the site (in case a history of a structure is being studied)
- Visit the archive, museum, or library (in case relevant primary sources are found there)
- Visit a local person (to familiarize him or her with what is being studied and to assess his or her comfort with the process)
- Examine photos
- Examine sound/video clips
- Develop a list of materials and equipment needed
- Develop a questionnaire (where applicable) and identify other formats for recording the information

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2. Introduce the study of local history

2.1 Fully brief students on the purpose of a study of local history.

Purpose (example)

To find out how the fish plant got started and became important in our community
or
To examine the impact of fast food restaurants on traditional food ways

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2.2 Assign tasks to the student.
It is advisable for more than one student to engage in the study of the same theme, but each student does not necessarily have to be engaged in the same processes. For example, different steps in the local study (see Section 1.3) may be assigned to different students according to their interests and abilities.

2.3 Assign out-of-class activities to the student.
Ensure that students know what they have to do and that they are prepared in advance.

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3. Out-of-Class Tasks

3.1   Engage students in the assigned tasks.

> **Field tasks**
>
> - Note taking
> - Field sketching
> - Taking photos
> - Interviewing
> - Researching text materials
> - Recording in appropriate A/V formats
> - Photocopying, or scanning text information

It is important to assign a task that is compatible with a skill a student may have. For example, some students may be more skilled at interviewing than note taking, or at taking photos than sketching.

3.2   Monitor student activities.
    As students engage in their field activities, ensure that they exercise good time on task, that ideas and tasks are clarified for them, and that tasks are modelled for them if necessary.

4. In-class Synthesis

4.1   Students prepare and present field data.
    Back in the classroom, students will analyse their data according to the model for analysing a historical issue, outlined in Section 1.2. The format of the final presentation of their findings may vary.

> **Presentation formats**
>
> - Written report (or essay)
> - Photo-essay
> - Oral presentation
> - A/V Presentation
> - Poster board display
> - Published article (e.g., on the school web site, in a school or community newspaper)

4.2   Students/teachers use methodologies most suited to the task.
    - independent work as students organize the information and/or materials collected during the field research
    - teacher questioning to (1) help students review what happened during the research phase, and (2) guide them through the process of historical inquiry in item 1.2
    - co-operative learning as students in a group compare their findings and prepare reports, displays, or articles

4.3   Students/teachers attribute significance to the project.
      It is important to give an opportunity for the different pieces of work to be assembled collectively
      into a more comprehensive school-based project. For example, a school web site could be an avenue
      to "publish" a narrative around a school project and, in it, to display examples from individual
      projects. Parents could be invited to view a school display in the gymnasium. As well, individual
      projects may be submitted to a provincial heritage fair.

Appendix E: Using Primary Sources in the Classroom

Suggested Uses

Primary sources provide students with opportunities to have a more direct encounter with past events and people. Students can be linked to the human emotions, aspirations, and values that prevailed in another time. Key to these learning opportunities is the use of such primary sources as written documents, press releases, newspaper articles, journals, diaries, letters, songs, poetry, video and sound recordings, photos, drawings, posters, cartoons, advertisements, tables of statistics, charts, and maps. The following chart illustrates instructional approaches that primary source documents can support.

Suggested Uses of Primary Sources in the Classroom	
Instructional Approach	**Commentary**
Visualization	Create a visually rich classroom by setting up a mini-museum of local culture to include not only artifacts, but photos, posters, letters, and other original documents. These documents may be changed as units change.
Focussing	At the beginning of each unit, or an outcome within a unit, reference may be made to a document as a "window" into the theme.
Reading and Viewing	Students may be provided a graphic organizer to help them understand the content of an original document.
Listening	Students also may be provided an audio/video recording to give them a sense of being "present" in a situation or at an event.
Writing	A document may be used to prompt a writing activity. Provide students with a self-checklist.
Finding Connections	Students can be given an opportunity to analyse two or more documents to (1) see relationships and/or differences between what they are saying, and (2) draw conclusions from this analysis.
Reflection	Students should be encouraged to make journal entries, at appropriate times, as they reflect upon the feelings and values that may be evoked by certain documents (see Student Response Journals, Appendix G).
Assessment	The use of documents in constructed-response questions in an assignment or an examination enhances the quality of the assessment. Students can use the documents not only to recall previously learned knowledge, but to apply and integrate that knowledge.

Analysing Primary Sources

As stated previously, primary resources includes other resources that may not come in the form of a written document. The following suggests graphic organizers that the student may use to analyse such resources as a family heirloom, tool/implement, historical document, photo, poster, sound recording, and cartoon. Although the questions/exercises may differ slightly from one graphic to another, the underlying approach is the same: namely, to identify facts relating to a specific situation, issue, or problem; find relationships among the facts and patterns in these relationships; and give an interpretation and draw a conclusion.

Analysing an Heirloom (Refer to suggestions for learning for Outcome 8.3.5, page 112.)

Analysis Sheet: Analysing a Family Heirloom	
Question	**Observations**
1. How may the object be described?	
2. For what purpose was it created?	
3. What does the object tell us about the past?	
4. Is there a particular point of view portrayed by the object?	
5. How would you find out if it is a reliable source?	

Analysing a Tool/Implement (Refer to suggestions for assessment for Outcome 8.3.5, page 112.)

Analysis Sheet: Analysing a Tool/Implement	
Question	**Information**
1. How is the object constructed?	
2. Who constructed it?	
3. Where was it kept on the owner's property?	
4. How and when was it used?	
5. Who mainly used it and why?	
6. What does the object and use say about living conditions/ lifestyle?	

Analysing a Photo (Refer to suggestions for learning and teaching for Outcome 8.3.6, page 118.)

Analysis Sheet: Analysing a Photo	
Photo	**What I see ...**
(*Identify the Photo*)	Describe the setting and time. Identify the people and objects. How are they arranged? What's happening in the photo? Was there a purpose for taking the picture? Explain. What would be a good caption for the photo?
From this photo, I have learned that ...	

Analysing a Poster (Refer to suggestions for assessment for Outcome 8.4.3, page 165)

Analysis Sheet: Analysing a Poster	
Task	Notes
1. Study the poster and note all of the images, colours, dates, characters, references to places, etc.	
2. Describe the idea that the information seems to point to; compare it to ideas others may have.	
3. Write a sentence to give the central purpose of the poster.	
4. Do you think the poster would have been an effective one? Explain.	

Analysing a Cartoon (Refer to suggestions for assessment for Outcome 8.3.4, page 105.)

Analysis Sheet: Analysing a Cartoon	
Question	Response
What symbols are used in this cartoon?	
What does each symbol represent?	
What do the words (if any) mean?	
What is the main message of the cartoon?	
Why is the cartoonist trying to get this message across?	
What is your opinion of the message?	

Appendix F: Examining Issues in History

In social studies, the examination of issues forms a critical part of learning. The same is particularly true in the history classroom. For a current issue, the goal is to help the student to reach a point where he or she can look at an issue from multiple viewpoints, take a position, and provide a supporting rationale. In some instances, the issue to be analysed may be one that has happened in the past and the outcome is part of the historical record. Nonetheless, some of the critical-thinking steps that are used in any issues-based curriculum still pertain as students look back and pass judgement on the resolution of the issue. If the issue still remains to be solved, then the task for the student is to arrive at a solution.

The following framework provides a template for examining issues in grade 8 social studies. Refer to Appendix C for references to examples of its use in the curriculum. Like the documents-based question, the examination of an issue may also require students to examine primary and secondary sources.

Examining an Issue
1. What is the main issue?
2. What positions did key players take at the time?
3. What arguments were used by one side to support their position?
4. What arguments were used by the opposing side to support their position?
5. What beliefs or values are at odds in this issue?
6. Looking back now, do you think the outcome was a good one? Explain.

Appendix G: Student Response Journals

A personal response journal requires the students to record their feelings, responses, and reactions as they read text, encounter new concepts, and engage in learning. The use of this device encourages students to critically analyse and reflect upon what they are learning and how they are learning it. A journal is evidence of "real life" application as they form opinions, make judgements and personal observations, pose questions and speculations, and provide evidence of self-awareness. Accordingly, entries in a response journal are primarily at the "application" and "integration" thinking levels. Moreover, they provide the teacher with a window into student attitudes, values, and perspectives. Students should be reminded that a response journal is not a catalogue of events.

It is useful for the teacher to give students cues (i.e., lead-ins) when the treatment of text (e.g., the student resource, other print, visual, song, video, and so on), a discussion item, learning activity, or project provides an opportunity for a journal entry. The following chart illustrates that the cue, or lead-in, will depend upon the kind of entry that the learning context provides. If necessary, students may be taught the key words to use to start their entries. The following chart provides samples of possible lead-ins, but the list should be expanded as you work with students. Examples of the types of entries used in the curriculum guide are cited in column 1.

Student Response Journals		
Possible Type of Entry	Cueing Question for the Journal Response	Sample Key Lead-ins
Speculative *Examples:* *Suggestions for assessment, Outcome 8.3.5, page 117* *Suggestions for learning and teaching, Outcome 8.5.2, page 188*	What might happen because of this?	I predict that ... It is likely that ... As a result, ...
Dialectical *Example:* *Suggestions for assessment, Outcome 8.3.4, page 107*	Why is this quotation (event, action) important or interesting? What is significant about what happened here?	This is similar to ... This event is important because it ... Without this individual, the ... This was a turning point because it ... When I read this (heard this), I was reminded of when ... This helps me to understand why ...
Metacognitive *Example:* *Suggestions for learning and teaching, Outcome 8.3.4, page 106*	How did you learn this? What did you experience as you were learning this?	I was surprised ... I don't understand ... I wonder why ... I found it funny that ... I think I got a handle on this because ... This helps me to understand why ...

Student Response Journals		
Possible Type of Entry	Cueing Question for the Journal Response	Sample Key Lead-ins
Reflective *Examples:* *Suggestions for* *assessment, Outcome* *8.2.2, page 61* *Suggestions for* *assessment, Outcome* *8.3.7, page 129*	What do you think of this? What were your feelings when you read (heard, experienced) that ... ?	I find that ... I think that ... I like (don't) like ... The most confusing part is .. My favourite part is ... I would change ... I agree that ... because ...

The following chart illustrates the format for a journal page that the student can set up electronically, or in a separate notebook identified with the student's name.

Grade 8 Social Studies: *Entry Date*	
Learning Event	My Response ...

Appendix H: Portfolio Assessment

Portfolio assessment is based on a collection of student work products across a range of outcomes to give evidence or tell a story of his or her growth in knowledge, skills, and attitudes throughout the school year. It is more than a folder stuffed with pieces of student work. It is intentional and organized. As a portfolio is assembled, the teacher should help the student to

- establish criteria to guide what will be selected, when, and by whom
- show evidence of his or her progress in the achievement of course outcomes and delineations
- reference the work pieces to these outcomes and delineations
- keep in mind other audiences (i.e., teachers, administrators, and parents)
- understand the standards on which the portfolio will be assessed

A portfolio may have *product-oriented* and *process-oriented* dimensions. The purpose of a product-oriented focus is to document the student's achievement of outcomes; the "artifacts" tend to relate to the concepts and skills of the course. The process-orientation focusses more on the "journey" of acquiring the concepts and skills; the artifacts include student reflections on what he or she is learning, problems encountered, and how solutions to them were found. For this orientation, journal entries form an important part of the portfolio.

A portfolio should contain a wide range of learning artifacts. They may include, but not be restricted to

written tests	sketches
essays	art work
work samples	checklists
research papers	rating scales
surveys	peer reviews
reflections	class notes
photos	graphic organizers

The following is a suggested approach for assembling a portfolio in grade 8 social studies. It is not intended to be prescriptive, but to present a set of parameters for teacher and student use. The chart provides a set of guidelines that represent the kind of information that students need to know as they assemble their portfolios. The second column contains a rationale for the guidelines.

Guidelines for the Student	Commentary for the Teacher
Task One of the purposes of grade 8 social studies is to help you to understand who we are as Canadians, how this identity has evolved from the past, and how it may still change. You are required to retain samples of your work that relate to a theme you have chosen and arrange them into a portfolio to show your progress toward the goals set.	Explain to the student that the portfolio can have a range of artifacts in it, and that they have to be carefully selected according to the purpose set. Help each student to select a particular theme that may extend across more than one unit to include a cluster of outcomes (e.g., Canadian identity). • How the Canadian Identity is Expressed (Outcomes 8.1.1, 8.2.2, 8.3.4, 8.3.7)
Learning Goals After you have selected a theme for your portfolio, we will meet to write down the goals that are worth achieving. For example, what knowledge about your theme should you learn? What skills will you need to use along the way? What will be your reflections on what you are learning and how you are learning?	In your conference with the student, you should try to balance student interest with what you deem to be essential outcomes in the course. To help the student focus on the knowledge to be learned, write the outcomes in student language. Then, identify the skills that you consider essential in the acquisition of the knowledge. For example, if "Assess the accuracy of regional stereotypes" (for Outcome 8.2.2) is part of the expression of Canadian theme, then discussion, collaborative group participation, and reflective journalling will be useful skills. Tell the student that he or she will be required to write about the process of learning—reflections about what is learned and how it is learned. Develop a checklist of the knowledge, skills, and attitudinal related outcomes as a student guide.
Contents Cover page (with your name and note to the viewer) Table of contents An explanation of why you chose this theme A completed checklist you used to guide your work Work products Graphics with audio (can be in DVD format) Reflections journal Self-assessment of your work An assessment by a peer A rubric used in the assessment	Explain that the portfolio is not a place to hold all of his or her work. In consultation with you, he or she will select the kinds of work to be included—work samples and other artifacts that reflect his or her best effort and are tied to the course outcomes.
Conferences You and I will meet at least twice each semester to review your progress and to solve problems you may have. If you should be faced with an unexpected problem that is blocking your work, you will be responsible for bringing it to my attention so that we can find a solution that will get you going again.	Provide the student with a conferencing schedule.

Guidelines for the Student	Commentary for the Teacher
Evaluation In June, you are required to hand in your portfolio for final evaluation.	It will be useful to give the student the weighting or share of the percentage assigned to the unit(s) of which the portfolio forms a part. Provide the criteria for how the portfolio will be assessed. If a rubric is going to be used, it should also be provided for the student to use in his or her self-assessment.
Communication Who will be your audience and how will they get to know about your portfolio? In our first conference we will have an opportunity to discuss this question.	The skills list for grade 8 social studies includes expressing and supporting a point of view; selecting media and styles appropriate to a purpose; using a range of media and styles to presenting information, arguments and conclusions; and presenting a summary report or argument. To make these outcomes more specific, conference with the student about how he or she would like to 'publicize' the portfolio. Some students can make the portfolio completely an electronic one. In such an instance, the portfolio can be posted on the school web site.

There is now a move toward the development of electronic portfolios. At the time of writing, an excellent set of guidelines for building an electronic version can be found at the following web site: <www.essdack.org/port/index.html>

Appendix I: Rubrics in Assessment

One of the more common approaches to alternate assessment is the use of an assessment rubric, often called the scoring rubric. A rubric is a matrix that has a number of traits that indicate student achievement. Each trait is defined and, in some instances, accompanied by student work samples (i.e., exemplars) to illustrate the achievement level. Finally, levels with numerical values or descriptive labels are assigned to each trait to indicate levels of achievement.

To build a rubric, a structure or framework is needed to relate levels of achievement to criteria for achievement for the traits the teacher deems important. Levels of achievement may be graduated at four or five levels; the criteria for achievement may be expressed in terms of quality, quantity, or frequency. The following chart illustrates the relationship between criteria (i.e., quantity, quality, and frequency) and levels of achievement. It should be noted that for a given trait, the same criteria should be used across the levels of achievement; it is unacceptable to switch from quality to quantity for the same trait. As well, parallel structures should be used across the levels for a given trait so that the gradation in the level of achievement is easily discernible.

Criteria	Levels of Achievement				
	1	2	3	4	5
Quality	very limited/ very poor/ very weak	limited/poor/ weak	adequate/ average/ pedestrian	strong	outstanding/ excellent/rich
Quantity	a few	some	most	almost all	all
Frequency	rarely	sometimes	usually	often	always

The five-trait rubric on the following page is provided to illustrate the structure described above. In this example, five levels are used, with quality as the criteria. The rubric, as written, is an instrument the teacher may use to assess a student's participation in a co-operative learning group, but it may be rewritten in student language for use as a self-assessment tool. Where appropriate, selected "Suggestions for Learning and Teaching" and "Suggestions for Assessment" indicate that the following rubric for assessing participation in collaborative groups may be used. For example, see Outcome 8.2.3, Suggestions for Learning and Teaching, page 68 and Outcome 8.3.7, Suggestions for Learning and Teaching, page 134.

Assessing Collaborative Group Participation	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to contribute toward achievement of the group task • Outstanding appreciation for the feelings and learning needs of group members • Very eager to carry out his/her assigned task(s) in the group • Brings outstanding knowledge and skills about the (*identify the topic*) • Very eager to encourage others to contribute to the group tasks
4 Strong	• Strong ability to contribute toward achievement of the group task • Strong appreciation for the feelings and learning needs of group members • Eager to carry out his/her assigned task(s) in the group • Brings strong knowledge and skills about the (*identify the topic*) • Eager to encourage others to contribute to the group tasks

Assessing Collaborative Group Participation	
Proficiency Level	Traits
3 Adequate	• Adequate ability to contribute toward achievement of the group task • Adequate appreciation for the feelings and learning needs of group members • Inclined to carry out his/her assigned task(s) in the group • Brings adequate knowledge and skills about the (*identify the topic*) • Inclined to encourage others to contribute to the group tasks
2 Limited	• Limited ability to contribute toward achievement of the group task • Limited appreciation for the feelings and learning needs of group members • Inclined, when prompted, to carry out his/her assigned task(s) in the group • Brings limited knowledge and skills about the (*identify the topic*) • Inclined, when prompted, to encourage others to contribute to the group tasks
1 Very Limited	• Very limited ability to contribute toward achievement of the group task • Very limited appreciation for the feelings and learning needs of group members • Reluctant to carry out his/her assigned task(s) in the group • Brings very limited knowledge and skills about the (*identify the topic*) • Reluctant to encourage others to contribute to the group tasks

Appendix J: Rubrics for Writing, Reading/Viewing, Listening, and Speaking

Some Atlantic provinces' educators have developed a set of holistic scoring rubrics to assess student achievement in writing, reading/viewing, listening, and speaking. These instruments are critical in assessing these competencies in the content areas such as social studies.

1. Holistic Writing Rubric	
Proficiency Level	Traits
5 Outstanding	• Outstanding content which is clear and strongly focussed • Compelling and seamless organization • Easy flow and rhythm with complex and varied sentence construction • Expressive, sincere, engaging voice which always brings the subject to life • Consistent use of words and expressions that are powerful, vivid, and precise • Outstanding grasp of standard writing conventions
4 Strong	• Strong content which is clear and focussed • Purposeful and coherent organization • Consistent flow and rhythm with varied sentence construction • Expressive, sincere, engaging voice which often brings the subject to life • Frequent use of words and expressions that are vivid and precise • Strong grasp of standard writing conventions
3 Adequate	• Adequate content which is generally clear and focussed • Predictable organization which is generally coherent and purposeful • Some flow, rhythm, and variation in sentence construction which tends to be mechanical • A sincere voice which occasionally brings the subject to life • Predominant use of words and expressions that are general and functional • Good grasp of standard writing conventions, with so few errors that they do not affect readability
2 Limited	• Limited content which is somewhat unclear, but does have a discernible focus • Weak and inconsistent organization • Little flow, rhythm, and variation in sentence construction • Voice lacks expression and rarely brings the subject to life • Rare use of words that are clear and precise • Poor grasp of standard writing conventions with frequent errors which are beginning to affect readability
1 Very Limited	• Very limited content which lacks clarity and focus • Awkward and disjointed organization • Lack of flow and rhythm with awkward, incomplete sentences which make the writing difficult to follow • Voice so lacking in expression that it does not bring the subject to life • Use of words that lack clarity and are ineffective • Very poor grasp of standard writing conventions with frequent errors that seriously affect readability

2. Holistic Reading/Viewing Rubric	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to understand text critically; comments insightful and always supported from the text • Outstanding ability to analyse and evaluate text • Outstanding ability to connect personally with text, with responses that extend on text • Outstanding ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Outstanding ability to interpret figurative language (e.g., similes, metaphors, personification) • Outstanding ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Outstanding ability to read orally (i.e., with phrasing, fluency, and expression)
4 Strong	• Strong ability to understand text critically; comments often insightful and usually supported from the text • Strong ability to analyse and evaluate text • Strong ability to connect personally with text, with responses that extend on text • Strong ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Strong ability to interpret figurative language (e.g., similes, metaphors, personification) • Strong ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Strong ability to read orally (i.e., with phrasing, fluency and expression). Miscues do not affect meaning.
3 Adequate	• Good ability to understand text critically; comments predictable and sometimes supported from the text • Good ability to analyse and evaluate text • Adequate ability to connect personally with text, with responses that extend on text • Fair ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Adequate ability to interpret figurative language (e.g., similes, metaphors, personification) • Good ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Good ability to read orally (i.e., with phrasing, fluency, and expression). Miscues occasionally affect meaning.
2 Limited	• Insufficient ability to understand text critically; comments rarely supported from the text • Limited ability to analyse and evaluate text • Insufficient ability to connect personally with text, with responses that rarely extend on text • Limited ability to detect purpose and point of view (e.g., bias, stereotyping, prejudice, propaganda) • Limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Limited ability to read orally (with minimal phrasing, fluency, and expression). Miscues frequently affect meaning.

2. Holistic Reading/Viewing Rubric	
Proficiency Level	Traits
1 Very Limited	• No demonstrated ability to understand text critically; comments not supported from text • Very limited ability to analyse and evaluate text • No demonstrated ability to connect personally with text, with responses that do not extend on text • Very limited ability to detect purpose and point of view (e.g., bias, prejudice, stereotyping, propaganda) • Very limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Very limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Very limited ability to read orally (i.e., phrasing, fluency and expression not evident). Miscues significantly affect meaning.

3. Holistic Listening Rubric	
Proficiency Level	Traits
5 Outstanding	• Complex understanding of orally presented text; comments and other representations insightful and always supported from the text • Outstanding ability to connect personally with orally presented text, with responses that consistently extend beyond the literal • Outstanding ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • Outstanding ability to listen attentively and courteously
4 Strong	• Strong understanding of orally presented text; comments and other representations often insightful and usually supported from the text • Strong ability to connect personally with orally presented text, with responses that often extend beyond the literal • Strong ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • Strong ability to listen attentively and courteously
3 Adequate	• Good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text • Adequate ability to connect personally with orally presented text, with responses that sometimes extend beyond the literal • Fair ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • Fair ability to listen attentively and courteously
2 Limited	• Insufficient understanding of orally presented text; comments and other representations rarely supported from the text • Insufficient ability to connect personally with orally presented text, with responses that are always literal • Limited ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • Limited ability to listen attentively and courteously
1 Very Limited	• No demonstrated understanding of orally presented text; comments and other representations not supported from text • No demonstrated ability to connect personally with orally presented text, with responses that are disjointed or irrelevant • Very limited ability to detect point of view (i.e., bias, prejudice, stereotyping, propaganda) • Very limited ability to listen attentively and courteously

4. Holistic Speaking Rubric	
Proficiency Level	Traits
5 Outstanding	• Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions • Outstanding ability to connect ideas • Consistent use of language appropriate to the task • Consistent use of basic courtesies and conventions of conversation
4 Strong	• Strong ability to listen, reflect, and respond critically to clarify information and explore solutions • Strong ability to connect ideas • Usual use of language appropriate to the task • Usual use of basic courtesies and conventions of conversation
3 Adequate	• Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions • Sufficient ability to connect ideas • Frequent use of language appropriate to the task • Frequent use of basic courtesies and conventions of conversation
2 Limited	• Insufficient ability to listen, reflect, and respond to clarify information and explore solutions • Limited ability to connect ideas • Limited use of language appropriate to the task • Limited use of basic courtesies and conventions of conversation
1 Very Limited	• No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions • Very limited ability to connect ideas • Language not appropriate to the task • Very limited use of basic courtesies and conventions of conversation

2. Holistic Reading/Viewing Rubric	
Proficiency Level	**Traits**
1 Very Limited	• No demonstrated ability to understand text critically; comments not supported from text • Very limited ability to analyse and evaluate text • No demonstrated ability to connect personally with text, with responses that do not extend on text • Very limited ability to detect purpose and point of view (e.g., bias, prejudice, stereotyping, propaganda) • Very limited ability to interpret figurative language (e.g., similes, metaphors, personification) • Very limited ability to identify features of text (e.g., punctuation, capitalization, titles, subheadings, glossary, index) and types of text (e.g., literary genres) • Very limited ability to read orally (i.e., phrasing, fluency and expression not evident). Miscues significantly affect meaning.

3. Holistic Listening Rubric	
Proficiency Level	**Traits**
5 Outstanding	• Complex understanding of orally presented text; comments and other representations insightful and always supported from the text • Outstanding ability to connect personally with orally presented text, with responses that consistently extend beyond the literal • Outstanding ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • Outstanding ability to listen attentively and courteously
4 Strong	• Strong understanding of orally presented text; comments and other representations often insightful and usually supported from the text • Strong ability to connect personally with orally presented text, with responses that often extend beyond the literal • Strong ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • Strong ability to listen attentively and courteously
3 Adequate	• Good understanding of orally presented text; comments and other representations predictable and sometimes supported from the text • Adequate ability to connect personally with orally presented text, with responses that sometimes extend beyond the literal • Fair ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • Fair ability to listen attentively and courteously
2 Limited	• Insufficient understanding of orally presented text; comments and other representations rarely supported from the text • Insufficient ability to connect personally with orally presented text, with responses that are always literal • Limited ability to detect point of view (e.g., bias, stereotyping, prejudice, propaganda) • Limited ability to listen attentively and courteously
1 Very Limited	• No demonstrated understanding of orally presented text; comments and other representations not supported from text • No demonstrated ability to connect personally with orally presented text, with responses that are disjointed or irrelevant • Very limited ability to detect point of view (i.e., bias, prejudice, stereotyping, propaganda) • Very limited ability to listen attentively and courteously

4. Holistic Speaking Rubric	
Proficiency Level	**Traits**
5 Outstanding	• Outstanding ability to listen, reflect, and respond critically to clarify information and explore solutions • Outstanding ability to connect ideas • Consistent use of language appropriate to the task • Consistent use of basic courtesies and conventions of conversation
4 Strong	• Strong ability to listen, reflect, and respond critically to clarify information and explore solutions • Strong ability to connect ideas • Usual use of language appropriate to the task • Usual use of basic courtesies and conventions of conversation
3 Adequate	• Sufficient ability to listen, reflect, and respond critically to clarify information and explore solutions • Sufficient ability to connect ideas • Frequent use of language appropriate to the task • Frequent use of basic courtesies and conventions of conversation
2 Limited	• Insufficient ability to listen, reflect, and respond to clarify information and explore solutions • Limited ability to connect ideas • Limited use of language appropriate to the task • Limited use of basic courtesies and conventions of conversation
1 Very Limited	• No demonstrated ability to listen, reflect, or respond to clarify information and explore solutions • Very limited ability to connect ideas • Language not appropriate to the task • Very limited use of basic courtesies and conventions of conversation